A large, stylized fish logo in shades of green and white, positioned on the left side of the page. The fish is facing right and has a circular eye. The background of the entire page is a gradient from light yellow at the top to dark green at the bottom.

Regular Meeting

May 18, 2022

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

BOARD OF EDUCATION

Regular Meeting

May 18, 2022

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

- | | | | |
|---|------------------|---|-------|
| I. Workshop | 4–5 pm | Web Conferencing/Livestream/
Salem Campus, Building 2, Room 170—Board Room | |
| A. Math and Developmental Writing Co-Requisites
Michael Vargo, Vice President—Academic Affairs | | | 1 |
| B. Designed for Persistence—Student Athletes
Michael Vargo, Vice President—Academic Affairs | | | 2 |
| II. Administration Updates | 5–5:45 pm | Web Conferencing
Salem Campus, Building 2, Room 170—Board Room | |
| III. Regular Session | 6 pm | Web Conferencing/Livestream/
Salem Campus, Building 2, Room 170—Board Room | |
| A. Call to Order | | | |
| B. Pledge of Allegiance | | | |
| C. Chemeketa Land Acknowledgment | | | 3 |
| D. Roll Call | | | |
| E. Comments from the Public | | | |
| F. Public Hearing on Proposed Budget | | | |
| G. Special Honors | | | 4–5 |
| i. Excellence in Teaching Award | | | |
| H. Approval of Minutes —Budget meeting and Regular Board Meeting of
April 20, 2022 | | | 6–17 |
| I. Reports | | | |
| 1. Reports from the Associations | | | |
| a. Josh Wray Associated Students of Chemeketa (ASC) | | | 18–19 |
| b. Steve Wolfe Chemeketa Faculty Association | | | 20 |
| c. Aaron King Chemeketa Classified Employees Association | | | 21–22 |
| d. Megan Cogswell Chemeketa Exempt Employees Association | | | 23 |
| 2. Reports from the College Board of Education | | | |
| J. Information | | | |
| 1. Annual Graduation Exercises
Bruce Clemetsen, Vice President—Student Affairs | | | 24 |

2.	College Policies—Educational Program 4000 Series, #4015–#4070, #4080, #4210, and #4230–#4320 Michael Vargo, Vice President—Academic Affairs	25–40
3.	Full-Time Faculty; Part-Time (Adjunct) Bargaining Faculty; and Part-Time Non-Bargaining, Non-Credit Salary Schedules for 2022–2023 David Hallett, Vice President—Governance and Administration	41–44
4.	Suspension of Juvenile Justice Associate of Applied Science Degree Michael Vargo, Vice President—Academic Affairs	45
5.	Computer Science Major Transfer Map (MTM) Michael Vargo, Vice President—Academic Affairs	46
6.	Suspension of Sustainability in Management Career Pathway Certificate of Completion Michael Vargo, Vice President—Academic Affairs	47
7.	Sustainability in Management Career Pathway Certificate of Completion Michael Vargo, Vice President—Academic Affairs	48–49
K. Standard Reports		
1.	Personnel Report David Hallett, Vice President—Governance and Administration	50–51
2.	Budget Status Report Aaron Hunter, Associate Vice President/Chief Financial Officer	52–55
3.	Capital Projects Report Michael Kinkade, Associate Vice President/CIO—Operations Management	56
4.	Recognition Report Jessica Howard, President/Chief Executive Officer	57–59
L. Separate Action		
1.	Approval of Retirement Resolution No. 21-22-26, David J. Horton David Hallett, Vice President—Governance and Administration	[21-22-145] 60–61
M. Action		
Consent Calendar Process (Items will be approved by the consent calendar process unless withdrawn at the request of a member of the board. Item or items requested to be removed by a member of the board will be removed from the consent calendar by the chairperson for discussion. A separate motion will then be required to take action on the item in question.)		
1.	Approval of Presidential Evaluation Process Jackie Franke, Chair—Board of Education	[21-22-146] 62–67
2.	Approval of Budget Committee Member Selection Process for Vacancies in Zone 4 and Zone 6 for 2022–2025 David Hallett, Vice President—Governance and Administration	[21-22-147] 68

3. Approval of Proposed Schedule of College Board of Education Meetings for 2022–2023 Jessica Howard, President/Chief Executive Officer	[21-22-148]	69
4. Approval of Suspension of Business Software Certificate of Completion Michael Vargo, Vice President—Academic Affairs	[21-22-149]	70
5. Approval of Suspension of Micro Business Operations Certificate of Completion Michael Vargo, Vice President—Academic Affairs	[21-22-150]	71
6. Approval of Suspension of Legal Administrative Professional Associate of Applied Science Degree Michael Vargo, Vice President—Academic Affairs	[21-22-151]	72
7. Approval of Suspension of Virtual Office Assistant Associate of Applied Science Degree Michael Vargo, Vice President—Academic Affairs	[21-22-152]	73
N. Appendices		
1. Mission – Vision – Values – Core Themes		74
2. Campus Map		75–76
3. District Map		77
O. Future Agenda Items		
P. Board Operations		
Q. Adjournment		

Chemeketa Community College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, protected veteran status, age, gender, gender identity, sexual orientation, pregnancy, whistleblowing, genetic information, domestic abuse victim, or any other status protected by federal, state, or local law in any area, activity or operation of the college. The college also prohibits retaliation against an individual for engaging in activity protected under this policy, and interfering with rights or privileges granted under federal, state, or local laws.

Under college policies, equal opportunity for employment, admission, and participation in the college's programs, services, and activities will be extended to all persons, and the college will promote equal opportunity and treatment through application of its policies and other college efforts designated for that purpose.

Persons having questions or concerns about Title IX, which includes gender based discrimination, sexual harassment, sexual violence, interpersonal violence, and stalking, contact the Title IX coordinator at 503.584.7323, 4000 Lancaster Dr NE, Salem, OR 97305, or <http://go.chemeketa.edu/titleix>. Individuals may also contact the U.S. Department of Education, Office for Civil Rights (OCR), 810 3rd Avenue #750, Seattle, WA 98104, 206.607.1600.

Equal Employment Opportunity or Affirmative Action should contact the Affirmative Action Officer at 503.399.2537, 4000 Lancaster Dr. NE, Salem, Oregon 97305.

To request this publication in an alternative format, please call 503.399.5192.

Workshop-A
May 18, 2022

MATH AND DEVELOPMENTAL WRITING CO-REQUISITES

Prepared by

Laura Scott, Program Chair—Developmental Writing
Chris Kato, Dean—Academic Development
Keith Schloeman, Program Chair—Mathematics
Timor Saffary, Dean—Math, Engineering and Computer Science
Holly Nelson, Executive Dean—Regional Education and Academic Development
Don Brase, Executive Dean—General Education and Transfer Studies
Michael Vargo, Vice President—Academic Affairs

This workshop will provide an overview of student persistence through completion of college level math that has been a focus of many student success initiatives. Low math completion rates and their correlation to low college completion rates have been well documented. The Math program joined the national trend to replace developmental course sequences with corequisite courses, in order to shorten the pathways for students and increase the overall completion and retention rates.

This workshop will also serve to provide context on best corequisite strategies, to highlight some of the corequisite models and strategies Developmental Writing has developed to support student success, both in developmental writing courses and in content-area courses, and to share what is next for corequisites in the program. As Developmental Writing continues to plan for the 2022–2023 academic year, working to create options based on national best practices and research gathered by internal stakeholders of strong learning community models that are efficient, scalable, and that draw on the expertise of key academic areas and services to support student success, meeting students' needs where they are.

Workshop-B
May 18, 2022

DESIGNED FOR PERSISTENCE—STUDENT ATHLETES

Prepared by

David Abderhalden, Athletic Director
Eric Colon-Cortes, Associate Dean—Health, Human Performance and Athletics
Don Brase, Executive Dean—General Education and Transfer Studies
Michael Vargo, Vice President—Academic Affairs

Chemeketa is a member of the Northwest Athletic Conference (NWAC), which includes 36 community colleges from Oregon, Washington, British Columbia, and Idaho. The Chemeketa Storm Athletic programs provide competitive athletic opportunities for student-athletes. More important though is its dedication to the overall growth and development of its student-athletes and the focus on their academic journey. By providing an environment that is focused on developing the characteristics of champions in all facets of their lives, while challenging, encouraging, and supporting student-athletes, the Chemeketa Storm Athletic programs hope to aid in preparing student-athletes for the next step in their journey.

Chemeketa Land Acknowledgement
May 18, 2022

CHEMEKETA'S LAND ACKNOWLEDGEMENT

We are gathered today on the land of the Kalapuya (pronounced “**cal-uh-poo-yuh**”), who today are represented by the Confederated Tribes of the Grand Ronde and the Confederated Tribes of the Siletz Indians, whose relationship with this land continues to this day.

We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our College's history, like many others, is fundamentally tied to the first colonial developments in the Willamette Valley.

Finally, we respectfully acknowledge and honor past, present, and future Indigenous students of Chemeketa Community College.

Special Honors
May 18, 2022

EXCELLENCE IN TEACHING AWARD

Prepared by

Daniel Couch, Chair—Excellence in Teaching Award Committee
Layli Liss, Associate Dean—Center for Academic Innovation
Michael Vargo, Vice President—Academic Affairs

Chemeketa Community College commits to its values, from keeping tuition and textbook costs low for students to offering cultural competency professional development opportunities for staff. While the college acknowledges faculty achievements in various ways, there has not been an award in place to formally recognize excellence in instruction before now. The Chemeketa Excellence in Teaching Award affirms the college's commitment to high-quality educational experiences that all who work here value.

Academic and Student Affairs approved the adoption of an Excellence in Teaching Award in the spring of 2021, based on a proposal submitted by Daniel Couch, English faculty; Karl Meiner, High School Partnerships faculty; and Layli Liss, Associate Dean of the Center for Academic Innovation. The proposal was developed after a lengthy process that included conversations with key college stakeholders.

The inaugural award drew over 170 unique nominations, the vast majority of which came from students. A committee narrowed those nominations down to 37 highly qualified candidates, 25 of whom accepted the nomination and continued in the selection process. From these semi-finalists, 13 were later identified as finalists. The committee is proud to recognize Taylor Marrow III, (full-time, History) and Brent Mobley-Oorthuys (part-time, Health Information Management) as the inaugural winners of the award.

In the classroom, Taylor Marrow demonstrates excellence in teaching through his skillful facilitation of class discussions, guiding students in perspective-taking and historical analysis. His use of primary sources illuminates history in ways that leave a lasting and positive impression on his students. Outside of the classroom, he mentors students and readily contributes to co-curricular activities offered through Multicultural Student Services and College Life. In terms of scholarship, he has recently edited a Chemeketa Press book, *America Awakened: The Anti-Lynching Crusade of Ida B. Wells-Barnett*.

Brent Mobley-Oorthuys demonstrates excellence in teaching by immediately connecting with all his students, learning about their professional goals, identifying their academic needs, and marshaling tailored resources for their success. His courses require students to commit medical terminology to memory, so in the classroom, he enlivens each session with a range of strategies to promote engagement, retention and recall. He equips students with learning skills alongside the course content. One student commented, "He held us to high standards, and [provided] all the tools we needed to meet those standards."

Both are outstanding instructors, and both are credits to the college and its stated mission and values.

Special Honors
May 18, 2022

In addition to formal recognition by the Board, the winners each receive a \$1,000 award (considered taxable income), an individual commemorative award, and their names will be engraved on a commemorative plaque displayed on Salem campus. We are especially grateful to Jim Eustrom, former Vice President of Academic Affairs, for championing this award and his commitment to the values that make Chemeketa a special place to work.

Minutes
May 18, 2022

APPROVAL OF BOARD MINUTES

Prepared by

Julie Deuchars, Executive Coordinator/Board Secretary
Jessica Howard, President/Chief Executive Officer

Minutes of the Budget Committee meeting of April 20, 2022, and board meeting of April 20, 2022 are submitted for review by the board.

It is recommended that the College Board of Education officially approve the minutes of the above-referenced meetings as submitted.

Minutes
May 18, 2022

CHEMEKETA COMMUNITY COLLEGE

**BUDGET COMMITTEE
MEETING MINUTES**

April 20, 2022

A. CALL TO ORDER AND ROLL CALL

Ray Beaty, Budget Committee Chair, called the meeting to order at 4:00 pm in the Board Room, Building 2, Room 170, at the Salem Campus.

Members in Attendance: Ray Beaty, Chair (via Zoom); Chris Brantley; Ed Dodson; Jackie Franke; Ken Hector; Neva Hutchinson; Jenne Marquez; Scott Muller (via Zoom); Ron Pittman; Mike Stewart; Joe Van Meter; and Diane Watson (via Zoom). Excused Absences: Betsy Earls, Barbara Nelson.

College Administrators in Attendance: Jessica Howard, President/Chief Executive Officer; Mike Vargo, Vice President, Academic Affairs; David Hallett, Vice President, Governance and Administration; Bruce Clemetsen, Vice President, Student Affairs; Michael Kinkade, Associate Vice President, College Support Services/Operations; and Aaron Hunter, Associate Vice President/Chief Financial Officer, College Support Services/Finance.

B. APPROVAL OF MINUTES OF APRIL 6, 2022

Ray noted there was a minor modification to the minutes, and Julie Deuchars confirmed that the change had been made.

Jackie Franke moved and Ken Hector seconded a motion to approve the Budget Committee minutes of April 6, 2022.

The motion CARRIED.

C. QUESTIONS FROM PRIOR MEETING

Chris Brantley submitted the following question in regards to the April 6, 2022 budget meeting referencing the 2% cost of living adjustment (COLA) added to the salary schedule next year: "Since inflation is outpacing the cost of living, how is the number determined and negotiated? Are Chemeketa's salaries comparable to similar jobs in other organizations after a COLA is implemented?" Aaron Hunter responded that the 2% COLA was a faculty-negotiated amount for the period of July 2021 to June 2024. He also stated that, in addition, Chemeketa's goal is to continue to provide a competitive compensation package when compared with other organizations. He added that, for non-faculty positions, negotiations are ongoing with the Classified Employee Association that will determine the salary schedule adjustment level for that group of employees and that an estimated amount to fund the potential cost of these adjustments has been included in the budget.

D. PRESENTATION OF 2022–2023 OTHER FUNDS

Aaron thanked the Budget Committee and staff for their effort and input into this process. Aaron noted that the information in the presentation can be found on pages 169–195 in the spiral-bound Proposed Budget book for FY2022–2023 and on PowerPoint (PP) slides 1-22.

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Aaron referred to PP slide 4, a pie chart of the Summary of All Funds. The chart shows a percentage breakdown of all the Other Funds as well as the General Fund. He noted that the budget has decreased from last year's budget of \$322 million and is approximately \$300 million. The primary decrease was due to reductions within financial aid and special projects. Tonight's discussion will focus on the Other Funds portion which covers approximately \$195 million of the budget.

The Other Funds covered were: Capital Development, Plant Emergency, Special Projects, Self-Supporting Services, Debt Service, Chemeketa Cooperative Regional Library, Auxiliary Enterprise, Intra-College Services, Student Government, Student Clubs and Student Newspaper, Athletics, External Organization Billing, and Financial Aid. Position changes, eliminations, reductions in force and investments are noted on the slides. The following highlights or questions were noted:

Capital Development Fund (pp. 170–171) (PP - Slide 5) (Aaron Hunter)

- The focus of this fund is on maintenance, repair and safety projects.
- The college will begin planning for the long-term redevelopment of existing facilities that may be funded by a general obligation bond.
- The FY2022-2023 proposed budget includes the following number of FTE (subject to funding): Classified 1.50 FTE.

Plant Emergency Fund (pp. 172–173) (PP - Slide 6) (Michael Kinkade)

- This fund is dedicated to emergency repairs of campus facilities and facility-related equipment used during the year as needed, and regular additions to this fund ensure that a balance of \$750,000 is maintained.

Special Projects Funds (pp. 174–175) (PP - Slide 7) (Aaron Hunter)

- These are accounts for proceeds of revenue used specifically for grants and contracts.
- Current major grants include: Carl Perkins Vocational Education, TRIO (Student), College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), and Chemeketa Accelerated Pathways to Success (CAPS – HSI) grants.
- The college is submitting several renewal and new grant proposals which may be awarded in FY2022-2023.
- The college received a combined total of approximately \$42.8 million of federal funding (CARES, CRRSAA and ARPA) from spring term 2020 through FY 2022-2023. Currently approximately \$14.7 million remains to be spent from institutional and Minority Serving Institution (MSI) funds.
- Funding will be moved for five 0.25 FTE (1.25 FTE total) from the Chemeketa Accelerated Pathways to Success Grant to the General Fund as required by the grant.
- The FY2022-2023 proposed budget includes the following number of FTE (subject to funding): Exempt 9.05, Classified 35.18, and Faculty 1.00 for a total of 45.23 FTE.

Self-Supporting Funds (pp. 176–177) (PP - Slide 8–9) (Aaron Hunter and Mike Vargo)

- This fund accounts for activities that supplement General Fund programming and is self-supporting in nature. Some of the bigger programs include: Center for Business & Industry (CCBI) and High School Partnerships.

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- This fund includes the majority of the personnel changes in the Other Funds.
- The FY2022-2023 proposed budget includes the following number of FTE (subject to funding): Exempt 6.25, Classified 44.03, and Faculty 11.50 for a total 61.78 FTE.
- Positions moved from the General Fund:
 - High School Programs - 1.00 FTE vacant classified Student Services Specialist
 - Woodburn Early College - 0.50 FTE vacant Student Services Specialist (now 50% General Fund / 50% Self-Support)
 - Yamhill Valley Campus - 0.50 FTE classified Department Technician
- Positions moved to the General Fund:
 - Apprenticeship - 0.70 FTE temp. vacant Director Apprenticeship (now 100% General Fund)
- Position eliminations:
 - CCBI - eliminate vacant 1.00 FTE exempt director of CCBI
 - Human Resources – eliminate vacant 0.50 FTE Department Specialist (other 50% in General Fund also eliminated)

Debt Service Fund (pp. 178–179) (PP - Slide 10) (Aaron Hunter)

- This fund accounts for the repayment of obligations for general obligation bonds, certificates of participation, and the PERS bonds. This fund also includes a PERS reserve to help smooth rate increases.
- This fund includes additional budget authority for debt payments in anticipation of issuing Certificates of Participation.
- This fund shows an increase to the PERS Adjustment Revenue to pay for the debt service on the recently issued PERS bonds.
- A table showing the type of debt, remaining amounts, maturity date, and number of series for each obligation was shared.

Chemeketa Cooperative Regional Library Service (CCRLS) and CCRLS Reserve Funds (pp. 180–183) (PP - Slide 11) (Bruce Clemetsen)

- These funds account for the CCRLS budget and the reserve fund for CCRLS.
- There is a planned purchase of a new courier delivery van and an automated materials handling system.
- The FY2022-2023 proposed budget for CCRLS includes the following number of FTE (subject to funding): Classified 8.25 and Exempt 1.00 for a total of 9.25 FTE.

Auxiliary Enterprise Fund (Bookstore) (pp. 184–185) (PP - Slide 12) (Michael Kinkade)

- This fund primarily funds the Bookstore.
- This fund builds on the digital course materials program to support student affordability and day-one access for students.
- The FY2022-2023 proposed budget includes the following number of FTE (subject to funding): Exempt 1.37 and Classified 6.25 for a total of 7.62 FTE.

Intra-College Services Fund (pp. 186–187) (PP - Slide 13) (Aaron Hunter)

- This fund accounts for revenue and expenses related to activities in which departments are charged back for services provided (i.e., telephone, copy machine, and printing).

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- A contingency amount of \$5.5 million is included for reserves.
- The FY2022-2023 proposed budget includes the following number of FTE (subject to funding): Exempt 2.18 and Classified 16.05 for a total of 18.23 FTE.

**Student Government, Student Clubs and Student Newspaper Fund (pp. 188–189)
(PP - Slide 14) (Mike Vargo)**

- This fund accounts for student activities.
- The historical transfer from the General Fund used to support clubs is no longer needed due to the creation of the Student Initiated Fee last year.
- Neva Hutchinson requested that staff explain the new Student Initiated Fee to the Budget Committee. Bruce Clemetsen discussed how the fee came about.

Athletics Fund (pp. 190–191) (PP - Slide 15) (Mike Vargo)

- This fund accounts for men's and women's intercollegiate athletics programs.
- The college will continue to work on a strategic fundraising plan for athletics.
- The college will build on partnerships with several of the surrounding community organizations that support the department, for example the Boys & Girls Club and the YMCA.

External Organization Billing Fund (pp. 192–193) (PP - Slide 16) (Aaron Hunter)

- This fund contains accounts for direct billing service for external organizations that lease space from the college, and professional organizations to which employees belong.

Financial Aid Fund (pp. 194–195) (PP - Slide 17) (Bruce Clemetsen)

- This is the second largest fund in the Summary of All Funds, representing 17.3 percent of the total budget. This fund includes the Federal Pell Grant, Supplemental Educational Opportunity Grant, Federal College Work Study, the Oregon Opportunity Grant, the Oregon Promise Grant, private scholarships, and college-paid tuition scholarships like the Chemeketa Scholars program.
- The college added a transfer out to the General Fund to be able to move recovered Perkins funds to the Chemeketa Foundation to establish an endowment.
- The FY2022-2023 proposed budget includes the following number of FTE (subject to funding): Classified 0.60 FTE.

PP slide 18 is a Summary of All Funds FTE broken down by employee category, thus: 207.5 Faculty; 351.05 Classified; and 113.8 Exempt for a total of 672.35 FTE salaried positions. Ken Hector asked what the FTE changes were from this fiscal year to the upcoming fiscal year. Aaron said there were 681 FTE last year and there are 672 FTE this year, but that there was a significant reduction of 25 positions on the General Fund side, and additions on the Self-Support side due to a number of grant programs requiring staff.

E. PUBLIC TESTIMONY REGARDING PROPOSED BUDGET

Kevin Furey sent an email asking how much revenue during the 2022-23 academic year will be from rental income, and what funds will receive the revenue. Aaron said the approximate gross anticipated rental income is \$4,340,000 and that it goes to the following funds: Intra-College Services Fund, \$615,000; Capital Development Fund, \$3,725,000; and General Fund, \$0.

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F. PRESENTATION OF BUDGET RECOMMENDATION—ACTION REQUIRED

Aaron articulated the process for the budget recommendation. Ray Beaty referred to the Motion for Approval in the budget packet, listing the figures for the motion and noting that the total of all funds is \$300,507,000. He also listed the property tax rates and amounts to be imposed. The following budget recommendation for the FY2022–2023 proposed budget was submitted for approval, including the following totals by fund:

General Fund	106,560,000
Capital Development Fund	21,900,000
Plant Emergency Fund	750,000
Special Projects Fund	32,600,000
Self-Supporting Services Fund	24,630,000
Debt Service Fund	36,100,000
Chemeketa Cooperative Regional Library Service Fund	4,565,000
Chemeketa Cooperative Regional Library Reserve Funds	440,000
Auxiliary Enterprise Fund	6,000,000
Intra-College Services Fund	13,900,000
Student Government, Clubs, and Newspaper Funds	367,000
Athletics Fund	285,000
External Organization Billing Fund	510,000
Financial Aid Fund	<u>51,900,000</u>
Total All Funds	\$300,507,000

and the following property tax rates and amounts to be imposed:

Chemeketa Community College	\$0.6259/\$1,000
CCRLS	\$0.0818/\$1,000
General Obligation Bonds	\$11,800,000

G. DISCUSSION OF RECOMMENDED BUDGET

No discussion.

H. ACTION ON RECOMMENDED BUDGET

Jackie Franke moved and Joe VanMeter seconded a motion that the FY2022–2023 proposed budget of \$300,507,000 be approved and that the property tax rates for Chemeketa Community College at \$0.6259/\$1,000, CCRLS at \$0.0818/\$1,000, and General Obligation Bonds of \$11,800,000 be imposed.

The motion CARRIED unanimously.

Aaron noted that the public hearing on the budget will be May 18, 2022 at 6:00 pm and that public comments need to be sent to budget@chemeketa.edu by May 17, 2022 at 5:00 pm. Ken Hector stated that the budget that the college recommends to the Budget Committee for approval will then go to the Board of Education for consideration and adoption.

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Ray Beaty thanked the Budget Committee and the college staff for their hard work and dedication. Budget Committee members thanked Ray for his work as Chair.

I. ADJOURNMENT

The meeting adjourned at 4:35 pm.

Respectfully submitted,

Julie Deuchars
Board Secretary

Jessica Howard
President/Chief Executive Officer

Ray Beaty
Budget Committee Chair

May 18, 2022
Date

Minutes
May 18, 2022

CHEMEKETA COMMUNITY COLLEGE

**BOARD OF EDUCATION
MEETING MINUTES**

April 20, 2022

II. ADMINISTRATION UPDATES

Jackie Franke, Chair, called the meeting to order at 5:07 pm in the Board Room, Building 2, Room 170, at the Salem Campus.

Members in Attendance: Ed Dodson; Jackie Franke, Chair; Ken Hector; Neva Hutchinson; Ron Pittman, Vice Chair; and Diane Watson (via Zoom). Excused Absence: Betsy Earls.

College Administrators in Attendance: Jessica Howard, President/Chief Executive Officer; Mike Vargo, Vice President, Academic Affairs; David Hallett, Vice President, Governance and Administration; Bruce Clemetsen, Vice President, Student Affairs; Michael Kinkade, Associate Vice President, College Support Services/Operations; and Aaron Hunter, Associate Vice President/Chief Financial Officer, College Support Services/Finance.

Updates were discussed with the board regarding the July 7 special board meeting, bond updates, President's monthly report to the board, public safety, and agenda preview.

A recess was taken at 6:05 pm.

III. REGULAR SESSION

A. CALL TO ORDER

Jackie Franke, Chair, reconvened the board meeting at 6:09 pm.

B. PLEDGE OF ALLEGIANCE

C. CHEMEKETA LAND ACKNOWLEDGEMENT

Jackie Franke read the land acknowledgement.

D. ROLL CALL

Members in Attendance: Ed Dodson; Jackie Franke, Chair; Ken Hector; Neva Hutchinson; Ron Pittman, Vice Chair; and Diane Watson (via Zoom). Excused Absence: Betsy Earls.

College Administrators in Attendance: Jessica Howard, President/Chief Executive Officer; Mike Vargo, Vice President, Academic Affairs; David Hallett, Vice President, Governance and Administration; Bruce Clemetsen, Vice President, Student Affairs; Michael Kinkade, Associate Vice President, College Support Services/Operations; and Aaron Hunter, Associate Vice President/Chief Financial Officer, College Support Services/Finance.

Board Representatives in Attendance: Josh Wray, Associated Students of Chemeketa (ASC); Steve Wolfe, Chemeketa Faculty Association (CFA); Allison Stewart Hull, Chemeketa Classified Association (CCA); and Megan Cogswell, Chemeketa Exempt Association (CEA).

E. COMMENTS FROM THE PUBLIC

None.

F. APPROVAL OF MINUTES

Ron Pittman moved and Ken Hector seconded a motion to approve the College Board of Education minutes from March 16, 2022.

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The motion CARRIED.

G. REPORTS

Reports from the Associations

Josh Wray, Associated Students of Chemeketa (ASC) said there were two additional events for spring term that will be hosted in the Multicultural Center on April 27 and May 20.

Steve Wolfe, Chemeketa Faculty Association and Megan Cogswell, Chemeketa Exempt Association said their reports stand as written.

Allison Stewart Hull, Chemeketa Classified Association (CCA) said the report stands as written and noted that there are six new hires listed on the report and an additional new hire, James Gelder, Instructional Specialist, Corrections Department, who started on March 25. Also, Allison mentioned CCA is pleased to announce the publication of an electronic newsletter.

Reports from the College Board of Education

Diane Watson attended the April 6 Budget Committee meeting, two accreditation meetings, and the Oregon Community College Association (OCCA) conference.

Ron Pittman attended the April 6 Budget Committee meeting, the Oregon School Boards Association (OSBA) bond workshop, two accreditation meetings, and agenda review and met with Danielle Hoffman and Paul Davis from the Yamhill Valley Campus (YVC).

Ed Dodson attended an OCCA legislative committee meeting, the Chemeketa winter choir concert, the Galactic Ping Pong art show, the April 6 Budget Committee meeting, the quarterly lunch meeting with President Howard, two accreditation meetings, and the OCCA conference.

Neva Hutchinson attended the ASCETA workshop, the West Salem Rotary meeting, the quarterly lunch meeting with President Howard, the Boys and Girls Club reception, the OSBA bond workshop, two accreditation meetings, the OCCA conference, and the Salem First Citizens Banquet.

Ken Hector attended the Stayton-Sublimity Chamber awards, three Silverton Rotary meetings, the Stayton Community Conversation, a virtual Public Policy and Advocacy Committee meeting, the April 6 Budget Committee meeting, the Association of Community College Trustees (ACCT) webinar, Dick Withnell's 80th birthday celebration, two accreditation meetings, and the OCCA conference. He also facilitated a meeting between Chemeketa's Agriculture Department and the Oregon Garden Horticulture staff.

Jackie Franke attended the April 6 Budget Committee meeting, two accreditation meetings, the Boys and Girls Club event, and two East Salem Rotary meetings.

H. INFORMATION

Presentation of 2020–2021 Federal Single Audit Report

Aaron Hunter introduced Ken Kuhns, Auditor for Kenneth Kuhns & Company, to present the federal single audit report. Aaron thanked Katie Bunch, Director of Business Services, for her many years of service, wished her well in retirement, and introduced Rich Kline as the new Director of Business Services.

Ken stated that the single audit report is required for any entity which expends more than \$750,000 in federal money. Referring to pages 4–5, Schedules of Expenditures of Federal Awards, the college received approximately \$43 million in federal assistance. This included CARES Act money and approximately \$25 million for student financial aid assistance, and the remainder was utilized by various

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programs. This year the major federal programs identified and audited were the Higher Education Emergency Relief Funds and funds related to the TRIO program and the Career Tech and Education program. Ken referred to the opinion statement on pages 1–3. Based on the audit, this is an unmodified, clean opinion and compliant in the internal controls, and the schedule of expenditures represents all of the federal awards expenditures.

Ken Hector asked if page 7 provides additional detail as to what is contained on pages 1–3. Ken Kuhns stated page 7 is a summary of all of the audit results, not only on the financial statements audit but the single audit.

Presidential Evaluation Process

Jackie Franke reviewed the process with the board members.

Budget Committee Member Selection for Vacancies in Zone 4 and Zone 6 for 2022–2025

David Hallett stated the board will have the opportunity to approve the proposed process and timeline at the May board meeting.

Proposed Schedule of College Board of Education Meetings for 2022–2023

Jessica Howard stated this is the meeting schedule for next year and that it runs from July 1, 2022 to June 30, 2023. The only change made was to move the December board meeting up a week because the original date was later in December when people might well be on vacation.

Suspension of Business Software and Micro Business Operations Certificate of Completion, and Legal Administrative Professional and Virtual Office Assistant Associate of Applied Science Degrees

R. Taylor, Dean, Business and Technology Programs and Early Childhood Education, stated that, regarding all four suspensions, these proposals represent a review of data and work by the program faculty and associated advisory committee to offer the options students are most

interested in and that are in the most demand in industry. These changes align with the college's work on Guided Pathways by providing clearer and more streamlined offerings for students, and these changes will also result in a more efficient use of the college's resources. The board will be asked to approve the four suspensions at the May board meeting.

Diane Watson asked how many students are in the pipeline and whether the college is allowing the students to complete and graduate from these programs. R.T. said there are only a small percentage in the pipeline and that the students in these programs are working closely with advisors to create individual plans to complete these programs and graduate. Neva Hutchinson thanked R.T. for overseeing this and doing what is best for the students.

I. STANDARD REPORTS

Personnel Report

Alice Sprague, Associate Vice President of Human Resources said the report stands as written and noted that five of the eight new hire positions are non-general-fund positions.

Budget Status Report

Aaron Hunter noted in the Statement of Resources and Expenditures that tuition and fees do not reflect the first week of spring term tuition and fee income. Aaron stated that the Budget Status report is trending in the same direction as expected. He noted the exempt and classified salaries show year-to-date amounts, plus encumbrances, and that there will be approximately \$1.2 million unspent funds that will roll over to next year which is the usual expectation. On the Quarterly Update of Other Funds, the Athletics

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ending fund is lower than last year; however, that is due to the fact that athletes are now getting to travel to more games which increases costs. The Status of Investments has one new maturity, and there are no new investments due to the volatility of the market. The Oregon Short Term Fund percent is .55 as of March 31, and it is increasing another 10 basis points in April. Ken Hector asked about the interest on investments and why the year-to-date was so much lower than expected. Aaron said people were not anticipating the rates to go even lower, which is what happened, and outside investments did not have as high of earnings. Ken asked what the timeline is for which to buy a note. Aaron stated the board has approved guidelines for up to three years for a duration of an investment.

Capital Projects Report

Michael Kinkade said the report stands as written and noted that permits have been issued from Marion County for the Ag Complex hoop houses, that the Ag Complex greenhouses are near completion, and that parts are starting to be ordered for the HVAC replacements for twelve buildings.

Institutional Advancement Foundation Quarterly Report

Marie Hulett, Executive Director, Institutional Advancement said the report stands as written. Marie noted that since the report was submitted and the application period closed there were almost 1,500 scholarship applications, and she gave a shout-out to Otilia Morales, Scholarship Coordinator, for all her hard work on getting students to apply.

Grant Activities for January 2022–March 2022

Gaelen McCallister, Director, Institutional Grants said the report stands as written. Gaelen stated that winter term was very active and that about \$10 million in grants were submitted. A new strategy regarding the renewal grants is being implemented by increasing the budget request ask and generating more applications for specific grants. Staff and faculty are focusing on how to use grants to increase enrollment and student access.

Winter Term Enrollment Report

Mike Vargo thanked Julie Peters for leading Chemeketa through the accreditation process and her tremendous job in doing so. Julie noted that the winter term head count is up, total FTE and enrollment is down compared to last year, and reimbursable FTE is -8.7%. Julie reviewed the data and noted that there were 424 fewer female students and 5 fewer male students compared to last year. In addition, she noted that enrollment for students aged 20 and below increased, while those aged 21 and above decreased. Ken Hector stated that he attended a session at the OCCA conference with a panel of female students which identified that a predominant challenge of attending college was childcare. Ken said it would be nice to know if there was a way to validate the reason there are fewer female students attending and then share that with the board. Board members thanked Julie for the information.

Recognition Report

Jessica Howard thanked the entire college, Board of Education, and the accreditation team for a spectacular college-wide accreditation visit, and acknowledged all the employees in the written report.

J. SEPARATE ACTION

Approval of Retirement Resolution No. 21-22-25, William “Bill” R. Klein

Neva Hutchinson read William “Bill” R. Klein’s retirement resolution. This employee worked a total of 20-years and 2 months.

Ken Hector moved and Neva Hutchinson seconded a motion to approve the retirement resolution of William “Bill” R. Klein.

The motion CARRIED.

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K. ACTION

Ken Hector moved and Ed Dodson seconded a motion to approve consent calendar items No. 1–6.

1. Acceptance of 2020–2021 Federal Single Audit Report
2. Approval of 2022–2023 Faculty Sabbatical Leave Requests
3. Approval of Bachelor of Applied Science (BAS) Degree in Applied Leadership and Management
4. Approval of College Policy BP #5020—Residence
5. Acceptance of Program Donations January 1, 2022 through March 31, 2022
6. Approval of Grants Awarded January 2022–March 2022

The motion CARRIED.

L. APPENDICES

College mission, vision, core themes, and values; campus and district maps.

M. FUTURE AGENDA ITEMS

None were heard.

N. BOARD OPERATIONS

None.

O. ADJOURNMENT

The meeting adjourned at 7:16 pm.

Respectfully submitted,

Julie Deuchars
Board Secretary

Jessica Howard
President/Chief Executive Officer

Jackie Franke
Board Chair

ASSOCIATED STUDENTS OF CHEMEKETA (ASC)

Prepared by

Joshua Wray, ASC Executive Coordinator

ASC / MSS PAST EVENTS

Pizza with the President

- The ASC team conducted an event where students could meet and ask questions with President Jessica Howard. The turnout was around 25 to 30 students.

WOU Legislative Visit

- House Bill (HB) 2590—Joint Task Force on Student Success for Underrepresented Students in Higher Education 2022 Work Plan. Students from the ASC government team and Multicultural students from the Multicultural Center (MCC) attended the event and presented their student experience to Oregon's representatives and senators. There were five students in attendance from first year students to third year.

Women's Celebration Event

- The Multicultural Center led a Women's empowerment event which included a guest speaker who gave speeches and led activities for students and staff who participated. There was a considerable amount of participation and the number of attendants was exceptional.

Prom de Mayo

- The ASC team led a prom event for Cinco de Mayo. The purpose of the event was for students who did not get a chance to go to prom in the past. The program included the Woodburn high school mariachi band playing music and then an open dance near the end of the event. Food and drinks were provided along with prizes for anyone who signed up.

National Center for Higher Education Management Systems (NCHEMS) Study

- Some students from the ASC team participated in a focus group at Lane Community College on May 11 sponsored by NCHEMS.

Get Yourself Tested (GYT) Sexually Transmitted Diseases (STD) Awareness and Testing

- The ASC annual Get Yourself Tested event took place on May 10. The tests are confidential and students and staff were welcome to show up.

ASC / MSS PRESENT EVENTS

Java Mondays

- Student Life has been providing free coffee outside of the Student Retention and College Life office to all students.

Civil Discourse

- Peter Wirfs put together a Civil discourse discussion event where students discussed difficult topics such as mask mandates. He had four students present and plans to repeat this event in the future.

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Legislative Internship

- Joel Gisbert and Peter Wirfs are working on a Legislative Internship Committee as part of the Student Initiated Fee Initiative. They are in draft mode (job description, orientation, and training development).

Men's Wellness Group

- Joel Gisbert leads a men's wellness group meeting weekly on Thursday's from 3 pm–5 pm.

PTK Fajita Meet and Greet

- PTK leader Samantha Ashburn facilitates a meet and greet to gather more club members for PTK club. Approximately 20 students attended this event on May 5.

Intercultural Movie Afternoons

- The Multicultural Center will be showing movies on Thursdays during the month of May. The list of movies is the following:
 - May 5 – *Whale Rider*
 - May 12 – *Warriors of the Rainbow*
 - May 19 – *Tanna*
 - May 26 – *Once were Warriors*

ASC / MSS FUTURE EVENTS

Pacific Islander Community Event

- On May 19 the Multicultural Student Center will have storytelling, music and dancing, and refreshments. Director Tassi Keener will be in attendance for the event.

CHEMEKETA COMMUNITY COLLEGE FACULTY ASSOCIATION (CFA)

Prepared by

Steve Wolfe, President—Chemeketa Faculty Association

EXCELLENCE IN TEACHING AWARD RECIPIENTS

At the spring inservice held Friday, April 29, the recipients of the first annual Excellence in Teaching Award were announced. The honorees are full-time History instructor Taylor Marrow and part-time Health Information Management instructor Brent Mobley-Oorthuys. Congratulations to these two faculty members for receiving this recognition for their outstanding efforts on behalf of students.

FACULTY MEMBER'S ARTICLES PUBLISHED

An article entitled “Geoscience Education Perspectives on Integrated, Coordinated, Open, Networked (ICON) Science,” co-authored by full-time Geology and General Science instructor Shannon Othus-Gault, was published April 27, 2022 in the journal *Earth and Space Science*. Shannon was the team lead for the portion of the paper about DEIJ (diversity, equity, inclusion, and justice) in geoscience education. She was able to collaborate with a diverse group of geoscience faculty from across the country to come up with recommendations for institutions to better support students and broaden participation in the geosciences by nondominant groups of students. Shannon was asked to be a team leader after sharing materials and information she learned and applied here at Chemeketa Community College (such as sharing a wide representation of scientists in her course materials, addressing stereotype threat, and addressing inequitable policies).

Shannon also has a couple of articles waiting to be published in *New Directions for Community Colleges* this summer. Congratulations to Shannon for these examples of academic scholarship.

CHEMEKETA COMMUNITY COLLEGE CLASSIFIED EMPLOYEES ASSOCIATION (CCA)

Prepared by

Tim King, Director of Public Relations—Chemeketa Community College Classified
Employees Association

Amanda Beckner, External Vice-President—Chemeketa Community College Classified
Employees Association

Aaron King, President—Chemeketa Community College Classified Employees Association

PRESIDENT'S MESSAGE

The CCA has been advocating for quality working conditions for all classified employees through support and collaboration between the college and classified members. I would like to thank **Alice Sprague, David Hallett and Vivi Caleffi Prichard** for actively listening to individual Classified employees who have come forward to lend their voices about working conditions that they have and/or are experiencing. These brave employees through their actions have sparked positive changes that will be beneficial to employees and students alike. My experience has been that even though the CCA brings these issues to the attention of the college administration, the personal stories from those employees being affected is much more powerful. **I would like to thank them for sharing their experiences and having the courage to tackle uncomfortable conversations.**

In support of Mental Health Awareness month, the CCA is looking for ways to support and/or advocate for members experiencing life's challenges (i.e. health, fitness, financial and mental health). What I'm hearing from classified employees is heightened anxieties about re-adjusting to in-person interactions. This is a great opportunity for us to support each other and give a little grace as we all work together through these challenges.

WELCOME NEW CLASSIFIED EMPLOYEES AND NEW POSITIONS

- On March 18, 2022, James Gelder was hired for the position of Instructional Specialist in the Corrections department.
- On April 11, 2022, Maria Hurtado Becerra was hired for the position of Department Technician II in the High School Partnerships department.
- On April 28, 2022, Casey Meramontes was hired for the position of Student Services Specialist in the Counseling and Career Services department.
- On May 2, 2022, Victoria Bartunek was hired for the position of Student Services Specialist in the Counseling and Career Services department.

CHANGES

- On March 21, 2022, Jennifer Silkey changed positions and is now working as a Department/Project Coordinator for the Library and Learning Resources department.
- On April 25, 2022, Sarah Whisenhunt changed positions and is now working as a Coordinator for High School Partnerships.
- On May 2, 2022, Nikki Mundt changed positions and is now working as a Department Technician I for the Bookstore.

RETIREMENTS

- Effective April 30, 2022, David Horton who worked as a Maintenance/Trades Assistant has retired.

OTHER ACTIVITIES

The CCA is holding a *Lunch and Learn* May 17, 2022 from 12–1 pm to continue the conversation regarding living wages and what our members would like to see in this current contract negotiations.

CHEMEKETA COMMUNITY COLLEGE EXEMPT ASSOCIATION

Prepared by

Lynn Irvin, Vice President—Chemeketa Community College Exempt Association
Megan Cogswell, President—Chemeketa Community College Exempt Association

The exempt association board will meet in May to discuss upcoming elections for the 2022–2023 board. The exempt board is working with the foundation to award scholarships.

The exempt association welcomes Sarah Whisenhunt, High School Programs Coordinator as a new member.

Several exempt employees are celebrating retirement soon and are being honored by the college. Katie Bunch, Lynn Irvin, Rich McDonald, and Brad Tedrow will retire at the end of June. They will surely be missed and the exempt association wishes them all the best in the years to come!

ANNUAL GRADUATION EXERCISES

Prepared by

Heather Misener, Graduation Specialist—Student Recruitment, Enrollment and
Graduation Services

Melissa Frey, Dean—Student Recruitment, Enrollment and Graduation Services

Bruce Clemetsen, Vice President—Student Affairs

Chemeketa is again celebrating the achievements of candidates from all college and pre-college programs.

The 66th Annual Commencement Ceremony will be a drive-thru parade style “Car-mencement” celebration. The ceremony will take place on the Salem campus on Friday, June 10, 2022 from 3–6 pm and will follow a parade route through campus with scheduled stops for the graduates to receive their diploma covers and take advantage of photo opportunities. The ceremony will include video messages from the college President, and the Board chair, and will be recorded and live streamed. One vehicle is allowed per graduate on the parade route, but family and friends of graduates are encouraged to attend and will be able to watch from a designated parking lot. Accommodations are being made for graduates who don’t have a vehicle so that they may also participate. All faculty and staff are invited to attend to cheer on the graduates with signs and banners to make the event festive and celebratory.

The College Board of Education is officially invited to participate in Chemeketa Community College’s 66th Annual Commencement Ceremony

**COLLEGE POLICIES—EDUCATIONAL PROGRAM 4000 SERIES,
#4015—#4070, #4080, #4210, AND #4230—#4320**

Prepared by

Sean Yoder, Chair—Academic Standards Advisory Council
Michael Vargo, Vice President—Academic Affairs

The policies below were reviewed and approved by the Academic Standards Advisory Council by unanimous consent on April 8, 2022.

CLASS LIST AND REGISTRATION—POLICY #4015

No substantive changes were made to the policy.

ACADEMIC CALENDAR—POLICY #4020

The policy was updated to state that the appropriate groups as outlined in the procedure, will be consulted in the development of the academic calendar.

GRADUATION REQUIREMENTS—POLICY #4030

The policy was updated to add the Bachelor of Applied Science (BAS) and to remove the Adult High School Diploma. The college is in the process of obtaining Higher Education Coordinating Commission approval for Chemeketa's first BAS degree. The college no longer offers an Adult High School Diploma.

CONTRACTS FOR COURSES AND SERVICES—POLICY #4040

No substantive changes were made to the policy.

COURSE OFFERINGS FOR SECONDARY SCHOOLS—POLICY #4050

No substantive changes were made to the policy.

CRITERIA FOR RETENTION OF CLASSES—POLICY #4060

No changes were made to the policy.

GRADING—POLICY #4070

No changes were made to the policy.

**TRANSFER OF PREVIOUS CREDIT AND ALTERNATE APPROACHES TO COLLEGE
CREDIT—POLICY #4080**

No changes were made to the policy.

USE OF COPYRIGHT MATERIALS—POLICY #4210

No changes were made to the policy.

EDUCATIONAL EXCURSIONS— POLICY #4230

The policy was updated to provide clear guidelines regarding conduct and that procedures will be established to regulate the use of college funds for off campus activities that are performed as a class assignment or co-curricular activity.

ACADEMIC FREEDOM—POLICY #4310

No changes were made to the policy, as the language comes directly from the faculty collective bargaining agreement.

STANDARDS FOR INSTRUCTIONAL QUALIFICATIONS—POLICY #4320

No substantive changes were made to the policy.

The College Board of Education will be asked to approve policies #4015–#4080, #4210, and #4230–#4320 at the June 2022 board meeting.



Education Program Series (4000)

POL #4015

Class List and Registration

Students must be officially registered through the eCollege's registration system by established deadlines. Instructors must ensure the accuracy of the class list for any courses for which they are the primary instructor of record. Students who do not attend class or make contact with the instructor by the established deadlines must be dropped from the course by the instructor.

March 18, 2020

Adopted College Board of Education

Revised College Board of Education

References:

Oregon Community Colleges Handbook & Planning Guide (CCWD)
NWCCU Standards 1.C.4, 1.D.1
ORS 341.290, 341.46



Education Program Series (4000)

POL #4020

Academic Calendar

In order to serve the needs of Chemeketa Community College students and maximize the use of college facilities, the eCollege will strive to offer classes in each of the four terms (summer, fall, winter and spring). The eCollege may alter or eliminate one or more terms in a fiscal year.

Chemeketa Community College shall, in consultation with the appropriate groups as outlined in the procedure, submit an academic calendar to the Board of Education for approval.

July 17, 1985

Adopted College Board of Education

May 17, 2006

Reviewed College Board of Education

March 21, 2001; July 16, 2014; June 20, 2018

Revised College Board of Education



Education Program Series (4000)

POL #4030

Graduation Requirements

The eCollege grants the following degrees to those students who have completed the requirements for graduation:

- Associate of Arts Oregon Transfer (AAOT)
- Associate of Science Oregon Transfer (ASOT),
- Associate of Arts Transfer (AAT)
- Associate of Science Transfer (AST)
- Associate of General Studies (AGS)
- Associate of Applied Science (AAS)
- Associate of Science (AS)
- Bachelor of Applied Science (BAS)
- ~~an Adult High School Diploma~~

Students may be awarded a Certificate of Completion upon successful completion of a minimum of 12 or more quarter units of degree-applicable coursework designed as a pattern of learning experiences which develop certain capabilities that may be oriented to career or general education.

Students may complete requirements in any term. It is the responsibility of the student, with the guidance of the student's advisor, to fulfill requirements for graduation.

Chemeketa Community College may award a degree or certificate to students who meet the requirements for graduation in an academic program with or without a graduation application. Students may apply for graduation at any time through Graduation Services.

Degrees, certificates, and diplomas are conferred by the Board of Education upon the recommendation of the college. The President shall establish procedures to determine degree and certificate requirements that follow state guidelines and are reviewed through the eCollege's curriculum committee. The procedures shall assure that graduation requirements are published in the College's catalog(s) and included in other resources that are available to students.

References:

Oregon Community Colleges Handbook & Planning Guide (CCWD)
NWCCU Standards 1.C.4, 1.D.1
ORS 341.290, 341.465



Education Program Series (4000)

POL #4030
(Continued-2)

April 8, 2022; October 29, 2021

Revised College Council

July 17, 1985

Adopted College Board of Education

February 21, 2001; December 17, 2003; May 18, 2005;
March 17, 2010 (Effective July 1, 2010); March 16, 2011;
April 18, 2012; March 16, 2016; April 18, 2018; March 17, 2021

Revised College Board of Education



Education Program Series (4000)

POL #4040

Contracts for Courses and Services

In order to provide specific educational courses and services under a variety of conditions, Chemeketa Community College may enter into contractual agreements with outside agencies. Courses and services thus offered must be aligned with the eCollege mission, vision, values, and core themes and remain under the direct control of the eCollege to assure that the academic quality, course standards, and requirements are met.

July 17, 1985

Adopted College Board of Education

March 21, 2001; July 16, 2014; January 18, 2017; July 22, 2020

Revised College Board of Education



Education Program Series (4000)

POL #4050

Course Offerings for Secondary Schools

College Credit Now

Chemeketa

Chemeketa Community College may offer appropriate courses to secondary school students.

Secondary School Students

Secondary school students wishing to enroll in credit classes shall follow ~~procedure #4050~~ the College's established procedures.

Chemeketa Department Deans

Courses must meet the College's and academic programs' standards (as determined by the appropriate department dean) regarding courses offered, instructor qualifications, course content, outcomes, placement, and (in some cases) facilities.

July 17, 1985

Adopted College Board of Education

April 18, 2001; July 16, 2014; May 18, 2016; March 18, 2020

Revised College Board of Education

References:

OAR 589-008-0100: The master's degree requirement may be waived by the college's president or substituted according to the community college's personnel policy.



Education Program Series (4000)

POL #4060

Criteria for Retention of Classes

Each class at Chemeketa Community College must have an acceptable minimum number of persons enrolled and in attendance. The acceptable minimum class size is not fixed but is dependent upon instructional limitations, the established goal for institutional student-to-faculty ratio, financial limitations, and/or special student or community needs, including certificate or degree completion.

October 29, 2021

Revised College Council

July 17, 1985

Adopted College Board of Education

March 21, 2001; July 15, 2015; June 26, 2019

Revised College Board of Education

Education Program Series (4000)

POL #4070

Grading

The responsibility for evaluating student performance and for assigning grades rests with the instructor.

The responsibility for demonstrating competency within the framework of a course's outcomes and criteria rests with the student.

Students have the right to know how and on what basis their performance is being evaluated.

Final grades are issued at the end of each term. Grades cannot be changed after one year. Letter grades are assigned points according to the following system:

Grade	Meaning	Points
A	Excellent. An indication that the student has met the stated outcomes and course criteria at the highest level, demonstrating mastery of required knowledge and skills	4
B	Very Capable. An indication that the student has met the stated outcomes and course criteria at a high level, demonstrating mastery of most required knowledge and skills	3
C	Competent. An indication that the student has met the stated outcomes and course criteria with sufficient mastery of enough of the required knowledge and skills to be capable of success in other courses that require this course as a prerequisite	2
D	Limited success. An indication that the student has only minimally met the stated outcomes and criteria of the course but may not have sufficient mastery of enough of the required knowledge and skills to be capable of success in other courses that require this course as a prerequisite	1
F	Failure. An indication that the student has not adequately met the stated outcomes and criteria of the course	0
IB IC ID IF	Incomplete. Assigned by instructor when additional time is granted for completion of coursework. The standard extension is one term, but may be up to one year. If the contract is not fulfilled then the "I" grade will revert to the specified letter grade	0
P	Pass. Acceptable Performance. A grade of "P" represents satisfactory achievement which would have been graded "C" or better on the regular grading scale, but is given instead of a letter grade.	0
NP	No Pass. Unacceptable Performance. Does not satisfy requirements for entry into courses where prerequisites are specified.	0
CEU	Continuing education unit earned	0
NOC	Continuing education unit not earned	0

The student's grade point average is computed by dividing the total credit hours (except I, P, and NP) into the total points earned.

The following marks may appear on a student's transcript and are assigned by Enrollment Services:

Mark	Meaning
X	Audit. This mark is used when a student participates in the class but does not wish to receive a grade or credit for the course.
R	Course Repeated. The "R" mark was used prior to the 2020-2021 academic year. This was upon student request when a course taken at Chemeketa had been repeated and the student received a higher grade in the repeated course.
M	Missing Grade. Grade was not assigned by the instructor before the grade input deadline for the term.
W	Withdrawal. Student has withdrawn from class after the last day to drop with a refund and prior to the end of the 6 th week of term (or equivalent for accelerated courses).

July 17, 1985

Adopted College Board of Education

May 17, 2006

Reviewed College Board of Education

April 16, 2003; March 17, 2010 (Effective July 1, 2010);

April 17, 2013; April 18, 2018

Revised College Board of Education

References:

NWCCU Standards 2.G.2

No Oregon statutory requirement



Education Program Series (4000)

POL #4080

Transfer of Previous Credit and Alternate Approaches to College Credit

Chemeketa Community College will evaluate credits from other regionally accredited colleges or universities to be applied toward Chemeketa certificate or degree requirements. Other approaches to college credit include several types of Credit for Prior Learning (CPL); these are accepted according to the Oregon Credit for Prior Learning Standards set by the Higher Education Coordinating Commission. Graduation Services, in partnership with academic subject areas, is responsible for determining official acceptance of transfer work or CPL to meet college requirements. Certain evaluation processes may have additional processing fees.

Transcript Notations

Accepted transfer credits, accelerated learning and CPL will be included in a separate notation on a Chemeketa student transcript. The number of credit hours accepted is recorded; however, the grades from other institutions are not recorded. The transfer credit grade point average (GPA) is not included in the student's overall Chemeketa GPA.

Transfer credit accepted by Chemeketa will be listed on the transcript with the heading "TRANSFER CREDIT AND OTHER CHEMEKETA CREDIT." Each type of credit awarded will include a unique header that clearly notes the institution name and/or the type of credit (e.g. Prior Learning/Certification, Advanced Placement, CLEP, etc.) and equivalent credit hours will be shown.

Transcript Grade Legend

Grade (GRD)	Header Title	GPA
EC*	Credit by Exam	0.0
MI	Military	0.0
PB	Proficiency/Assessment Based	0.0
PL	Prior Learning	0.0
T	Transfer C or better	0.0
TD	Transfer D	0.0

*Grades are assigned to challenge exams. Courses are noted on a transcript with a course number ending in CE.

July 17, 1985

Adopted College Board of Education

July 25, 1985; May 17, 2006; April 15, 2015;
July 24, 2019

Revised College Board of Education



Education Program Series (4000)

POL #4210

Use of Copyright Materials

A copyright is a property right granted by federal statute to the author or originator of a literary or artistic product. Use of copyright materials by Chemeketa Community College employees shall be in accordance with state and federal statutes.

July 17, 1985

Adopted College Board of Education

May 17, 2006; May 18, 2016

Revised College Board of Education

References:

Copyright Act of 1976, 17 USC Sections 101 et seq., Digital Millennium Copyright Act of 1998 (DMCA).
ORS 359.010 to 359.137



Education Program Series (4000)

POL #4230

Educational Excursions

College approved and endorsed or sponsored activities and excursions outside of the traditional classroom or laboratory experience are considered college activities and are subject to college policies and procedures.

While traveling and attending such activities and excursions, students and employees shall at all times adhere to the standards of conduct applicable to conduct on campus.

Chemeketa shall establish procedures that regulate the use of college funds for travel and attendance at activities and excursions off campus that are performed as a class assignment or co-curricular activity.

July 17, 1985

Adopted College Board of Education

May 17, 2006; December 20, 2016

Revised College Board of Education

References:

No Oregon statutory requirement

Education Program Series (4000)

POL #4310

Academic Freedom

- A. The purpose of this statement is to promote public understanding and support of academic freedom and professional responsibility to the students, to the community, and to Chemeketa Community College. This institution is being operated for the common good and not to further the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free expression.
- B. Academic freedom is essential to these purposes and is applied to teaching and other college-related activities. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. It carries with it duties correlative with the faculty member's rights; in discussing the subject in the classroom, in research and in the publication, as a citizen, as a member of their institution, and as a member of their community.
1. A faculty member is entitled to freedom in the classroom in discussing the subject, but they should be careful not to introduce into their teaching controversial matters, which is not related to their subject.
 2. A faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties and in concert with existing college policies and publications and printing.
 3. A faculty member is a citizen, a member of a learned profession, and a member of the educational institution. When they speak or write as a citizen, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As a person of learning and as an education member, they should remember that the public may judge their profession and their institution by their utterances.
 4. As a member of their institution, the faculty member seeks above all to be an effective teacher. Although they observe the stated regulations of the institution, they maintain their rights to criticize and seek revision.
 5. As a member of their community, the faculty member has the rights and obligations of any citizen. They determine the amount and character of the civic and community involvement outside the institution with due regard to their responsibilities within it. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the faculty member has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

February 18, 2015

Adopted College Board of Education

May 15, 2019

Revised College Board of Education

References:

NWCCU Standards 2.B.1, 2.B.2
No Oregon statutory requirement
American Association of University Professors 1940 Statement of Principles
Article 27 (Collective Bargaining Agreement)
American Association of University Professors 1970 Interpretive Comment



Education Program Series (4000)

POL #4320

Standards for Instructional Qualifications

Minimum instructional qualifications are determined by Oregon Administrative Rules. The College may ~~add~~ adjust requirements, in accordance with Oregon Administrative Rules, and with consideration for equal employment opportunity, the College's affirmative action plan, and advancing equitable access and student success based on recommendations of department faculty and deans with approval by the chief academic officer or designee.

March 18, 2015

Adopted College Board of Education

Revised College Board of Education

References:
OAR 589-008-0100

Information-3
May 18, 2022

**FULL-TIME FACULTY; PART-TIME (ADJUNCT) BARGAINING FACULTY; AND
PART-TIME NON-BARGAINING NON-CREDIT FACULTY
SALARY SCHEDULES FOR 2022–2023**

Prepared by

Alice Sprague, Associate Vice President—Human Resources
David Hallett, Vice President—Governance and Administration

FULL-TIME FACULTY

Attached is the 2022–2023 salary table for full-time faculty. The salary table reflects a two percent salary table adjustment to all steps. Eligible employees will receive step increases as agreed in the contract.

Effective: July 1, 2022

PART-TIME (ADJUNCT) BARGAINING FACULTY

Attached is the 2022–2023 salary table for part-time (adjunct) bargaining faculty. The part-time faculty schedule is indexed at 64 percent of the 172-day full time faculty schedule. Eligible employees will receive step increases.

Effective: Fall Term 2022-Summer Term 2023

PART-TIME NON-BARGAINING NON-CREDIT FACULTY

Attached is the 2022–2023 salary table for part-time non-bargaining non-credit faculty. The salary table reflects a two percent salary table adjustment to all steps.

Effective: July 1, 2022

The College Board of Education will be asked to approve these salary tables at the June Board of Education meeting.

**CHEMEKETA COMMUNITY COLLEGE
2022-2023 SALARIED FACULTY SALARY SCHEDULE
EFFECTIVE JULY 1, 2022**

STEP	172 DAYS			192 DAYS			222 DAYS		
	ANNUAL	MONTHLY	DAILY	ANNUAL	MONTHLY	DAILY	ANNUAL	MONTHLY	DAILY
15	\$95,565	\$7,963.75	\$555.61	\$106,677	\$8,889.75	\$555.61	\$116,801	\$9,733.42	\$526.13
14	\$91,014	\$7,584.50	\$529.15	\$101,596	\$8,466.33	\$529.15	\$111,239	\$9,269.92	\$501.08
13	\$86,680	\$7,223.33	\$503.95	\$96,758	\$8,063.17	\$503.95	\$105,942	\$8,828.50	\$477.22
12	\$83,213	\$6,934.42	\$483.80	\$92,890	\$7,740.83	\$483.80	\$101,704	\$8,475.33	\$458.13
11	\$79,884	\$6,657.00	\$464.44	\$89,173	\$7,431.08	\$464.44	\$97,636	\$8,136.33	\$439.80
10	\$76,688	\$6,390.67	\$445.86	\$85,606	\$7,133.83	\$445.86	\$93,731	\$7,810.92	\$422.21
9	\$73,621	\$6,135.08	\$428.03	\$82,181	\$6,848.42	\$428.03	\$89,982	\$7,498.50	\$405.32
8	\$70,676	\$5,889.67	\$410.91	\$78,894	\$6,574.50	\$410.91	\$86,382	\$7,198.50	\$389.11
7	\$67,850	\$5,654.17	\$394.48	\$75,741	\$6,311.75	\$394.48	\$82,927	\$6,910.58	\$373.55
6	\$65,135	\$5,427.92	\$378.69	\$72,709	\$6,059.08	\$378.69	\$79,610	\$6,634.17	\$358.60
5	\$62,529	\$5,210.75	\$363.54	\$69,799	\$5,816.58	\$363.54	\$76,426	\$6,368.83	\$344.26
NORMAL STARTING STEP 4	\$60,029	\$5,002.42	\$349.01	\$67,009	\$5,584.08	\$349.01	\$73,369	\$6,114.08	\$330.49
3	\$58,227	\$4,852.25	\$338.53	\$64,997	\$5,416.42	\$338.53	\$71,167	\$5,930.58	\$320.57
2	\$56,481	\$4,706.75	\$328.38	\$63,049	\$5,254.08	\$328.38	\$69,032	\$5,752.67	\$310.95
1	\$54,786	\$4,565.50	\$318.53	\$61,158	\$5,096.50	\$318.53	\$66,960	\$5,580.00	\$301.62

CHEMEKETA COMMUNITY COLLEGE PART-TIME (ADJUNCT) FACULTY BARGAINING UNIT SALARY SCHEDULE Effective Fall Term 2022 - Summer Term 2023											
LEVEL	DESCRIPTION	STEPS								LEVEL	
		1	2	3	4	5	6	7	8		
A	Lecture Credit Courses	\$828.00	\$854.00	\$889.00	\$965.00	\$1,047.00	\$1,136.00	\$1,233.00	\$1,359.00	A	
	ILC Rates										
B / C	Hourly Rates	\$75.2727	\$77.6364	\$80.8182	\$87.7273	\$95.1818	\$103.2727	\$112.0909	\$123.5455	B / C	
	Labs (1 lab hr. = 0.82 ILC) Hourly Rates ABE/GED/HSC/ESL Labs Agriculture Credit Labs Health Care Skills Credit Labs Laboratory Credit Courses Physical Education Activity Courses Science Credit Labs Studio Art Classes Technology Credit Labs Trade Credit Labs Vocational Preparatory Credit Labs Vocational Supplemental Credit Labs	\$678.96 \$61.7236	\$700.28 \$63.6618	\$728.98 \$66.2709	\$791.30 \$71.9364	\$858.54 \$78.0491	\$931.52 \$84.6836	\$1,011.06 \$91,9145	\$1,114.38 \$107,3073		
D	Workshops/Special Assignments (Bargaining Unit Rate) (See Article 23B.5)	Minimum =	\$51.34	(CD = Curriculum Development Rate)							D
E	Hourly Employee Rate Counseling CWE Coordinator Library Work	\$29.87	\$31.31	\$32.92	\$34.60	\$36.30	\$38.26	\$39.83	\$40.77	E	
Required Meeting (RM) Rate = \$46.37 2021-2024 CFA Collective Bargaining Agreement, Art. 23B.6.b.i) Curriculum Development Rate (CD) = \$51.34											

CHEMEKETA COMMUNITY COLLEGE										
PART-TIME FACULTY NON-BARGAINING NON-CREDIT UNIT SALARY SCHEDULE										
Effective Fall 2022 - Summer Term 2023										
LEVEL	DESCRIPTION	STEPS								
		1	2	3	4	5	6	7	8	
D	Noncredit *Nonbargaining Unit Exception Classes Hourly Rates Used for workshops or non-bargaining unit classes scheduled in on-standard time formats. (i.e. shorter or weekend workshops). This market driven rate is also used for specialized topics that demand unusual expertise or and/or exceptional pay.									D
				minimum = \$22.61	No Maximum					
J	Noncredit Vocational Preparatory Vocational Supplementary Workforce Readiness/Workforce Applied Basic Skills Hourly Rates Reimbursable 9800 Series	\$30.59	\$32.73	\$35.01	\$37.45	\$40.06	\$42.85	\$45.84	\$49.04	J
K	Noncredit Community Education English Now Hourly Rates Used for reimbursable and nonreimbursable noncredit community education courses for personal enrichment	\$22.61	\$23.79	\$25.03	\$26.33	\$27.70	\$29.14	\$30.66	\$32.25	K
* D Level courses require Executive Dean/VP approval notated on the Payroll Authorization		Special Projects: Non-teaching work related to classes Curriculum Development & Meeting Rate								\$22.61 \$22.61

SUSPENSION OF JUVENILE JUSTICE ASSOCIATE OF APPLIED SCIENCE DEGREE

Prepared by

Megan Gonzalez, Program Chair—Criminal Justice
Jordan Bermingham, Dean—Emergency Services and Diesel Technology
Marshall Roache, Executive Dean—Career and Technical Education
Michael Vargo, Vice President—Academic Affairs

The Criminal Justice program currently offers two pathway certificates and four degree options. While these certificates and degrees share some common courses, there are also unique requirements for each. At the time of development, each of these options reflected a response to the community and a different focus within the justice system. However, current trends, industry needs, and student interest have shown that some of these offerings can be consolidated. A recommended suspension of the Juvenile Justice Associate of Applied Science degree is based on a review of enrollment data and the Criminal Justice Advisory Committee input.

The degree was originally conceived to prepare students to work specifically within the juvenile justice field in juvenile corrections positions. While interest in this degree has been limited, we anticipate continuing to be able to support students looking to specialize in working within the juvenile justice system through recommendation of either the Criminal Justice degree or the Corrections degree. This will be accomplished via individual goal setting and advising with students. Students who choose to complete the Criminal Justice degree will also complete a Cooperative Work Experience Internship with a juvenile justice agency. Students who choose to complete the Corrections degree will continue to receive course content and outcomes which include a focus on learning about the juvenile justice system and career options within it. Program faculty will work individually with currently enrolled students to facilitate degree completion.

The program has identified 13 students who are currently attempting to complete the Juvenile Justice degree, as of December 2021. The program plans to offer the Juvenile Justice degree specific courses for the next two academic years and notify the current degree seeking students of the scheduled offerings. If these courses must be terminated due to low enrollment, the program has identified substitute courses for the currently enrolled students, allowing them to still earn the degree.

The College Board of Education will be asked to approve the suspension of the Juvenile Justice Associate of Applied Science degree at the June 2022 Board of Education meeting.

COMPUTER SCIENCE MAJOR TRANSFER MAP (MTM)

Prepared by

Andrew Scholer, Program Chair—Computer Science
Timor Saffary, Dean—Math, Engineering and Computer Science
Don Brase, Executive Dean—General Education and Transfer Studies
Michael Vargo, Vice President—Academic Affairs

House Bill 2998, passed in 2017, requested general education disciplines create efficient programs of study that transfer directly to public universities in a 2+2 format called a Major Transfer Map (MTM). The Computer Science MTM was approved by the Higher Education Coordinating Commission (HECC) and signed off by all colleges and university presidents in Oregon. The initiative supports overall student success by reducing transfer confusion and providing streamlined degree attainment.

The Computer Science MTM consists of two distinct paths. After a common first year of courses, students will have to choose in their second year to complete a "Research university" MTM (accepted by Oregon State University, University of Oregon and Portland State University) or a "Regional university" MTM (accepted by Western Oregon University, Southern Oregon University, and Eastern Oregon University). This fork was agreed upon as a necessary evil based on substantially different math and science requirements imposed by accreditation requirements for the engineering based programs.

Completion of the appropriate 90-credit program of study guarantees students' junior status in the discipline, with approximately a 90 credit path to a Bachelor's degree in Computer Science at state public universities that accept the version of the MTM that was completed.

To accommodate the extensive discipline specific course work required within 90 credits available in the MTM, these programs of study are not designed to overlay an AAOT degree. Instead, students will earn an Associate of Science Transfer degree in Computer Science (AST-CS). The Associate of Science Transfer degree is the new format developed at the state level to accommodate MTMs. These degrees involve completion of a Core Transfer Module (approximately 30 credits of general education applicable to any degree) as well as approximately 60 credits of additional work that are applicable to a Bachelor's degree in the chosen discipline at all of the participating universities. There will be two AST-CS degrees, one for each track of the MTM.

These new degrees will replace the existing ASOT-CS, which will be phased out at the college. Compared to the ASOT-CS, the AST degrees provide stronger guarantees for students upon transfer, a much clearer roadmap, and fewer excess credits taken.

The College Board of Education will be asked to approve the Computer Science Major Transfer Map at the June 2022 board meeting.

**SUSPENSION OF SUSTAINABILITY IN MANAGEMENT CAREER PATHWAY
CERTIFICATE OF COMPLETION**

Prepared by

Karen Edwards, Program Chair—Management
R. Taylor, Dean—Business and Technology Programs and Early Childhood Education
Marshall Roache, Executive Dean—Career and Technical Education
Michael Vargo, Vice President—Academic Affairs

The Business Management program currently offers the Sustainability in Management Certificate of Completion. This certificate was designed to provide students with a foundational understanding of the facets of sustainability and its impact on business. The certificate utilizes an interdisciplinary approach, including courses from both the Business Management and Sociology programs.

Due to the limited number of credits in the existing certificate (12), students must complete all required courses in order to receive the certificate. Specifically, no course substitutions can be made due to college and state policies related to the percentage of allowable substitution credits. This has posed a challenge for students attempting to earn the certificate when a course is canceled for any reason.

The Business Management program will be proposing a new certificate option to replace this certificate. Current students that have indicated an intention to complete the certificate will be able to do so if all courses are offered. If all courses are not offered, these students will have the option to complete the new certificate.

The College Board of Education will be asked to approve the suspension of the current Sustainability in Management Career Pathway Certificate of Completion at the June 2022 board meeting.

SUSTAINABILITY IN MANAGEMENT CAREER PATHWAY CERTIFICATE OF COMPLETION

Prepared by

Karen Edwards, Program Chair—Management
R. Taylor, Dean—Business and Technology Programs and Early Childhood Education
Marshall Roache, Executive Dean—Career and Technical Education
Michael Vargo, Vice President—Academic Affairs

The Business Management program is proposing a new Sustainability in Management Certificate of Completion to replace the existing certificate of the same name. This is a career pathway certificate which can be earned on its own, as part of the Management Associate of Applied Science degree, or as part of the Associate of Science/Oregon Transfer in Business degree.

The new Sustainability in Management Certificate of Completion will continue to emphasize an interdisciplinary approach to sustainability and expand on the business foundation in the current certificate. The Business Management Advisory Committee continues to support the offering of this certificate.

The proposed certificate will include foundational courses in business that provide opportunities for students to apply principles of sustainable business practices across a variety of industry sectors. Supplemental coursework in sociology is included to enhance critical thinking and understanding of the connection between business and society.

The College Board of Education will be asked to approve the Sustainability in Management Career Pathway Certificate of Completion at the June 2022 board meeting.

SUSTAINABILITY IN MANAGEMENT CAREER PATHWAY CERTIFICATE OF COMPLETION

Course No.	Course Title	Credit Hours
BA101	Introduction to Business	4
BA277	Business Ethics	3
BA285	Organizational Behavior	4
BA288	Principles of Responsible Management	4
SOC223	Sociology of the Environment	4
or		
SOC204	The Sociological Perspective	-4
	Certificate Total	19

PERSONNEL REPORT

Prepared by

Alice Sprague, Associate Vice President—Human Resources
David Hallett, Vice President—Governance and Administration

NEW HIRES

Victoria A. Bartunek, Student Services Specialist—Counselling and Career Services, Student Development and Learning Resources Division, 100 percent, 12-month assignment, Range B-3, Step 5.

Maria C Hurtado Becerra, Department Technician II-11 months—High School Partnerships, Regional Education and Academic Development, 100 percent, 12-month assignment, Range B-2, Step 6.

Casey Q. Miramontes, Student Services Specialist—Counselling and Career Services, Student Development and Learning Resources Division, 100 percent, 12-month assignment, Range B-3, Step 6.

POSITION CHANGES

Tanya D. Molodyh, Financial Services Technician I—Business Services, College Support Services Division, position has changed from a .50 percent assignment to a .75 percent assignment.

Nikki J. Mundt, Department Technician I—Bookstore, College Support Services Division 100 percent, Range B-1, Step 8, from Department Technician I-10 months—Academic Development, Regional Education and Academic Development Division.

Kristine K. Bryan, Instructional Coordinator/Analyst I—High School Partnerships, Regional Education and Academic Development Division, 100 percent, Range C-1, Step 5, from Student Services Specialist—Counseling and Career Services, Student Affairs Division.

Sarah Whisenhunt, Coordinator—High School Programs—High School Partnerships, Regional Education and Academic Development Division, 100 percent, Range C-3, Step 3, from Student Services Specialist—High School Partnerships Department, Regional Education and Academic Development Division.

RETIREMENTS

David J. Horton, Maintenance/Trades Assistant—Capital Projects and Facilities, College Support Services Division, effective April 30, 2022.

Standard Report-1
May 18, 2022

SEPARATIONS

Joseph S. Altelaihi, Technology Support Specialist—Information Technology, College Support Services Division, effective March 31, 2022.

Joseph S. Bean, Instructor—Life Science—Life and Physical Science, General Education and Transfer Studies Division, effective June 30, 2022.

Jadon N. McClellan, Public Safety Officer I—Public Safety, College Support Services Division, effective April 30, 2022.

Jeremy W. Doucette-Hardy, Coordinator/Assistant Director-CCBI—Chemeketa Center for Business and Industry, Career and Technical Education Division, effective April 30, 2022.

Aspen Padilla, Tutoring Center Coordinator—Library and Learning Resources, Student Development and Learning Resources Division, effective May 31, 2022.

BUDGET STATUS REPORT

Prepared by

Rich Kline, Director—Business Services
Brian Knowles, Director—Budget and Finance
Aaron Hunter, Associate Vice President/Chief Financial Officer

The financial reports of the general fund and investments for the period from July 1, 2021, through April 30, 2022, are attached.

The following items are included in the report:

- General Fund Statement of Resources and Expenditures
- General Fund Budget Status Report
- Status of Investments as of April 30, 2022

**Chemeketa Community College
Statement of Resources and Expenditures
As of April 30, 2022**

Standard Report-2
May 18, 2022

Fund 100000 - General Fund Unrestricted

	<u>ADJUSTED BUDGET</u>	<u>YEAR-TO-DATE ACTUAL</u>	<u>% OF BUDGET</u>	<u>VARIANCE TO BUDGET</u>
Resources:				
Property Taxes	25,030,000	24,719,974	98.76%	(310,026)
Tuition and Fees	25,460,000	21,915,453	86.08%	(3,544,547)
State Appropriations - Current	37,300,000	36,904,602	98.94%	(395,398)
State Appropriations - Deferred to FY 23	-	9,315,344	-	9,315,344
Indirect Recovery	1,140,000	827,166	72.56%	(312,834)
Interest	600,000	188,209	31.37%	(411,791)
Miscellaneous Revenue	300,000	593,321	197.77%	293,321
Transfers In	100,000	100,000	100.00%	-
Fund Balance	13,000,000	15,502,276	119.25%	2,502,276
Total Resources	102,930,000	110,066,345	106.93%	7,136,345
Expenditures:				
Instruction	39,517,659	30,659,614	77.58%	8,858,045
Instructional Support	13,892,009	10,359,411	74.57%	3,532,598
Student Services	9,672,565	6,980,761	72.17%	2,691,804
College Support Services	19,216,209	14,414,682	75.01%	4,801,527
Plant Operation and Maintenance	7,481,558	5,430,086	72.58%	2,051,472
Transfers and Contingency	11,650,000	3,810,830	32.71%	7,839,170
Total Expenditures	101,430,000	71,655,384	70.65%	29,774,616
Unappropriated Ending Fund Balance	1,500,000			

Chemeketa Community College
Budget Status Report
As of April 30, 2022

Fund 100000 - General Fund Unrestricted

Account	Account Description	Adjusted Budget	YTD Activity	Encumbrances	Available Balance
6110	Exempt Salaries	10,142,103.00	8,379,749.56	1,649,075.38	113,278.06
6120	Classified Salaries	13,819,939.00	10,617,422.80	2,037,304.57	1,165,211.63
6124	Part-Time Hourly & Student Wages	1,427,487.00	688,520.27	-	738,966.73
6130	Faculty Salaries	17,753,432.00	14,742,630.66	2,072,295.13	938,506.21
6132	Part-Time Faculty	8,459,866.00	6,067,978.89	1,158,266.79	1,233,620.32
6510	Fixed Fringe Benefits	10,584,378.00	7,822,710.32	-	2,761,667.68
6511	Variable Fringe Benefits	16,520,052.00	12,537,596.37	-	3,982,455.63
6512	Other Fringe Benefits	175,000.00	140,714.00	-	34,286.00
	Subtotal Personnel Services	78,882,257.00	60,997,322.87	6,916,941.87	10,967,992.26
					77.33%
710	Materials & Services	1,832,351.00	764,172.66	6,456.52	1,061,721.82
720	Equipment \$500-\$4,999	280,638.00	51,828.26	6,215.72	222,594.02
7300	Legal Services	128,300.00	81,938.80	10,875.00	35,486.20
7310	Insurance	704,245.00	696,568.30	-	7,676.70
7320	Maintenance	512,005.00	486,902.26	-	25,102.74
7330	Communications	984,058.00	491,738.26	-	492,319.74
7340	Space Costs	1,871,697.00	1,129,537.52	42,124.62	700,034.86
7350	Staff Development	132,180.00	45,514.20	-	86,665.80
7360	Travel	398,472.00	38,373.56	-	360,098.44
7370	Other Services	3,817,290.00	2,972,545.11	391,743.22	453,001.67
7550	Capital Outlay	236,507.00	88,112.51	-	148,394.49
8150	Transfers Out	5,150,000.00	3,810,830.15	-	1,339,169.85
8500	Contingency	6,500,000.00	-	-	6,500,000.00
	Subtotal Non-Personnel Services	22,547,743.00	10,658,061.59	457,415.08	11,432,266.33
					47.27%
	Report Totals	101,430,000.00	71,655,384.46	7,374,356.95	22,400,258.59
					70.65%

Standard Report-2
May 18, 2022

STATUS OF INVESTMENTS AS OF APRIL 30, 2022

<u>Oregon State Treasurer Investments</u>	<u>Investment Ending Date</u>	<u>Maturity Date</u>	<u>Amount Invested</u>	<u>Rate as of 4-30-2022</u>
Oregon Short-Term Fund - General	4/30/2022	On demand	\$ 35,596,091.53	0.650%
Oregon Short-Term Fund - Capital	4/30/2022	On demand	\$ 8,862,113.90	0.650%
Total Oregon State Treasurer Investments			<u>\$ 44,458,205.43</u>	

<u>Other Investments</u>	<u>Investment Date</u>	<u>Maturity Date</u>	<u>Amount Invested</u>	<u>Yield</u>
Treasury Note - United States Treasury	11/18/2021	4/30/2022	\$ 2,001,024.31	0.250%
Treasury Note - United States Treasury	11/18/2021	5/31/2022	\$ 2,002,068.03	0.410%
Treasury Note - United States Treasury	11/18/2021	6/30/2022	\$ 2,001,977.88	0.420%
Treasury Note - United States Treasury	11/18/2021	7/31/2022	\$ 2,001,767.28	0.520%
Treasury Note - United States Treasury	11/18/2021	8/31/2022	\$ 2,001,365.58	0.730%
Corporate Note - JP Morgan Chase	11/2/2021	9/23/2022	\$ 5,149,754.17	0.276%
Discounted CP - Nordea Bank	11/1/2021	10/21/2022	\$ 1,994,493.33	0.281%
Treasury Note - United States Treasury	12/10/2021	11/30/2022	\$ 1,996,866.68	0.290%
Treasury Note - United States Treasury	12/10/2021	12/31/2022	\$ 1,996,679.34	0.335%
Treasury Note - United States Treasury	12/10/2021	1/31/2023	\$ 2,044,514.35	0.346%
Treasury Note - United States Treasury	2/22/2022	1/31/2023	\$ 1,983,866.00	0.990%
Treasury Note - United States Treasury	12/13/2021	2/28/2023	\$ 1,995,025.14	0.361%
Treasury Note - United States Treasury	2/22/2022	2/28/2023	\$ 1,981,540.00	1.040%
Treasury Note - United States Treasury	12/13/2021	3/31/2023	\$ 1,993,415.11	0.400%
Treasury Note - United States Treasury	12/13/2021	4/30/2023	\$ 1,991,623.87	0.441%
Corporate Note - Bank of Nova Scotia	11/1/2021	5/1/2023	\$ 5,083,675.69	0.505%
Corporate Note - Chevron	12/9/2021	5/11/2023	\$ 2,595,258.67	0.647%
Gov't Agency - Federal Home Loan Mtg. Corp.	12/8/2021	6/19/2023	\$ 2,093,699.44	0.521%
Corporate Note - Toronto Dominion Bank	11/3/2021	7/19/2023	\$ 4,247,604.44	0.458%
Total Other Investments			<u>\$ 47,156,219.31</u>	

13 week Treasuries 0.83% as of 4/29/2022

Oregon Short-Term Fund is managed by the Oregon State Treasurer - also known as LGIP (Local Government Investment Pool).

CAPITAL PROJECTS REPORT

Prepared by

Rory Alvarez, Director—Facilities and Operations
Michael Kinkade, Associate Vice President—CIO/Operations Management

CURRENT AND COMPLETED CAPITAL PROJECTS:

- Agricultural Complex
Exterior Projects: Greenhouse construction is complete with a few minor steps remaining to bring irrigation and environmental controls online. Hoop house permits have been issued and construction has begun.

Landscape: Multiple prominent trees planted during the original Agricultural Complex project were planted improperly and will be replaced in the coming months as part of the one-year warranty.

HVAC UPGRADES (CRSSA FUNDS):

- Salem Campus Building 1
HVAC units are on order to replace Building 1 roof top units and updated shipping dates should be received in the next month or so.
- Salem Campus Building 6
The air handler unit 2 replacement is in transit while the install date is being arranged with the mechanical and crane contractors.
- Salem Campus Building 48
Replacement of rooftop units and building controls are planned. Updated shipping information is anticipated soon.
- CCBI
DOAS (dedicated outside air system) unit replacements are in transit and should arrive in the next few weeks while the mechanical contractor install dates are being determined.
- Brooks Building 1
Replacement furnaces and building controls are needed. The scope of the work for replacement is being mapped by the manufacturer and controls contractor.
- Eola Building 1
Rooftop units and building controls replacement are projected and planning is occurring with the manufacturer and controls contractor for the required replacement units and controls.

See Appendix–2; Campus Map pages 75–76.

RECOGNITION REPORT

Prepared by

Jessica Howard, President/Chief Executive Officer

I would like to recognize the following for recent contributions to Chemeketa and to their professions.

MICHELE BURKE, library faculty, participated in a panel session sponsored by the Orbis Cascade Alliance entitled, “Building it as we go: Instruction evolution during COVID.” In this event, MICHELE BURKE (Chemeketa Community College), ERICA ENGLAND (Washington State University), and ANN MATSUSHIMA CHIU (Reed College) shared how they changed their interactions with students during the pandemic, what worked, what didn’t, and what they plan to take away with them as part of their teaching toolkit after the pandemic. This virtual panel took place on Wednesday, April 13, 2022. *(Core Theme: Community Collaborations—Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.)*

The Chemeketa Chapter of the International Code Council (CCICC) is the Building Inspection Technology student club and an officially recognized chapter of the International Code Council (ICC). The Chemeketa chapter, on behalf of code professionals throughout the state, petitioned Governor Kate Brown to sign a proclamation designating the month of May as Building Safety Month. On April 13, 2022, Governor Brown signed the proclamation. The proclamation is part of a national effort to raise awareness of safely constructed buildings and structures through the implementation of effective building codes. Well-constructed buildings are resilient and safe for the protection of people during natural and manmade disasters and Chemeketa Building Inspection students are being trained to enforce the current building codes. *(Core Theme: Student Success—Students progress and complete their educational goals.) (Core Theme: Academic Quality—Quality programs, instruction, and support services are provided to students.)*

Chemeketa Community College is among the select colleges on the 2022 Most Promising Places To Work In Community Colleges (MPPWCC) list. The Chemeketa Community College will be profiled in ***Diverse: Issues In Higher Education’s*** upcoming May 26th “MPPWCC” publication issue along with the other 2022 MPPWCC campuses. This issue represents a great opportunity to shine a light on this great achievement and/or more. *(Value: Diversity) (Value: Equity) (Value: Stewardship)*

The Diversity Advisory Council Education Subcommittee planned and organized the inaugural DEI Day of Learning. KIM JOHNSON, author of This is My America led an engaging presentation and book discussion. KEELY BACA and IMRAN HAIDER, Chemeketa part-time faculty, offered a workshop titled Introductions Matter and AILEEN COLLINS, Chemeketa faculty, shared insights into her research about neurodiversity. Many thanks to committee members: JUDY ALLEN, KEELY BACA, EARLENE COLEMAN, IMRAN HAIDER, FANTINI HERNANDEZ, TETER KAPAN, LAYLI LISS, JON MATHIS, CHRIS POTTS, and LINDA RINGO-REYNA. *(Core Theme: Community Collaborations and Access) (Value: Diversity, Equity, Innovation, Collaboration and Stewardship)*

Standard Report-4
May 18, 2022

Spring Inservice was held on April 29 and provided good news! Also included in the day was updates everyone can use and a review of accreditation. The afternoon was spent reviewing the student experience and individual department meetings. Presenters included SHEILA BROWN, VIVI CALEFFI PRICHARD, DENISE GALEY-OLDHAM, JESSICA HOWARD, MARIE HULETT, CHRIS KATO, BRETT MATTI, JOHN MCILVAIN, JAMES MCNICHOLAS, TONY MOORE, JULIE PETERS, CHRIS POTTS, ISAAC TALLEY, GARY WEST, and RYAN WEST. The Inservice Planning Committee is KAREN ALEXANDER, DON BRASE, BRUCE CLEMETSEN, MANUEL GUERRA, MARIE HULETT, LYNN IRVIN, CHRIS KATO, ADRIAN LUTZ, LESLIE MAKSUN, JULIE PETERS, and STEVE VINCENT. *(Core Theme: Academic Quality—Quality programs, instruction, and support services are provided to students.) (Core Theme: Student Success—Students progress and complete their educational goals.) (Core Theme: Academic Quality—Quality programs, instruction, and support services are provided to students.) (Core Theme: Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.) (Value: Collaboration) (Value: Diversity) (Value: Equity)*

Public Safety Dispatcher TIMOTHY GODFREY completed his **Masters Degree** in Disaster Preparedness & Emergency Management late December 2021 and Public Safety Officer CORY GORMAN completed his Masters Degree in **Clinical Social Work**. *(Core Theme: Student Success—Students progress and complete their educational goals.)*

On Saturday, April 30, CHEILA RAMIREZ, MARIA SOLIS, ELIAS VILLEGAS, and Woodburn Center students volunteered for the Woodburn Proud community clean-up day. The event is organized by the city of Woodburn. Over 80 Woodburn Center students collaborated in the efforts to clean and embellish the downtown Woodburn streets and the college campus, making Woodburn a better place to work, live, learn and have fun. *(Core Theme: Community Collaborations—Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.)*

To put more Chemeketa in the community and engage prospective students, a group of volunteers answered the call for serving at the area high schools to conduct AVID program mock interviews. The following volunteered at local high schools: ISAMAR CHAVEZ, ELIZABETH FACANHA, SARA HASTINGS, ERICK INIGUEZ, MEGAN JENSEN, TIM KING, ALMIR METHADZOVIC, EFRAIN QUEVEDO-RAMOS, KEVIN RUBY, WESLEY PARKER, and ESTHELA ZENDEJAS. *(Core Theme: Community Collaborations—Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.)*

We are grateful to our team of product testers for preparing the launch of Career Coach. Thank you, LESLIE MAKSUN, ADAM MENNIG, ALCINA GARCIA, BRET MALLEY, CHRIS POTTS, JULIO CORTEZ, KIP CARLSON, MARY HUGHES, REBECCA SALINAS-OLIVEROS, and BLANCA AGUIRRE for “kicking the tires” and offering helpful insights. This teams’ effort allowed us to make some adjustments and make Career Coach available on our website the first week of May. *(Core Theme: Student Success—Students progress and complete their educational goals.)*

Thank you to Chemeketa’s Marketing Team, especially ROBERT LAHUE, for reaching a milestone in the publication of the employee newsletter, *Chemeketa Chatter*. On May 9, 2022, the 100th edition was released! Thank you also to everyone who has contributed news, stories, and photos. *(Value: Collaboration)*

Standard Report-4
May 18, 2022

MAIRA GARCIA, SARA HASTING, CARLOS ORDONEZ, and SARAH WHISENHUNT. The College Credit Now FIPSE Grant awarded this 2021-22 academic year has made a great headway! We've added 15 new College Credit Now (CCN) instructors and 29 new course sections. This includes 20 lower division transfer (LDT) courses and 9 career technical education (CTE) courses. This spring term alone, we have almost doubled our enrollment with 2,044 students participating in CCN.

Additionally, this grant has been able to support five targeted high school courses (4 CTE & 1 LDT) for 56 students. The courses were completely free for the high school students which included free textbooks and course materials. Our Woodburn and Yamhill Valley outreach centers joined forces with our High School Partnerships office to recruit students for this great opportunity! Thanks to the FIPSE Grant we will be able to offer free 5-week intensive courses this summer through our Bolt Summer Program. This program will focus on the recruitment of recent 2022 graduates and upcoming seniors in Chemeketa's service district. In person courses will be primarily taught on South campus, home of our office of High School Partnerships. Online and remote courses will also be available for students. The Bolt Summer Program is set to serve 450 high school students in our district! *(Core Theme: Student Success—Students progress and complete their educational goals.)*

Separate Action-1
May 18, 2022

**APPROVAL OF RETIREMENT RESOLUTION
NO. 21-22-26, DAVID J. HORTON
[21-22-145]**

Prepared by

David Hallett, Vice President—Governance and Administration

The College Board of Education honors employees who retire after years of service to the college. Attached is the resolution honoring David J. Horton who retired effective April 30, 2022.

It is recommended that the College Board of Education adopt Resolution No. 21-22-26, David J. Horton.

Separate Action-1
May 18, 2022

**RETIREMENT RESOLUTION NO. 20-22-26,
DAVID J. HORTON**

WHEREAS, David J. Horton began his 30-year, 6-month association, as a salaried employee, with Chemeketa Community College in October, 1991; and

WHEREAS, David J. Horton gave dedicated service to Chemeketa Community College currently as Maintenance/Trades Assistant, Capital Projects and Facilities Department of College Support Services Division; therefore,

BE IT RESOLVED, that upon his retirement date of April 30, 2022, the College Board of Education hereby honors and commends David J. Horton for his loyalty, dedication and personal commitment to Chemeketa Community College.

Jackie Franke
Board Chairperson

Jessica Howard
President/Chief Executive Officer

**APPROVAL OF PRESIDENTIAL EVALUATION PROCESS
[21-22-146]**

Prepared by

Jackie Franke, Chair—Board of Education

The annual performance evaluation of President Jessica Howard will be completed and reported to the public on June 15, 2022, in accordance with board policy and ORS 192.660(1)(i).

It is recommended that the Board of Education approves the following proposed timeline of completing and reporting the annual presidential evaluation:

- | | |
|----------|---|
| October | The president presents a draft of goals for the upcoming year with respect to her personal performance to the board. |
| November | Board agrees on the final set of goals for the upcoming year. |
| April | Board Information item on process used to evaluate the president |
| May/June | The annual formal evaluation process will begin in May with the president giving a presentation to the board based on her performance in the following areas: |

Part I

- A. The Board of Education
- B. Management Competencies
 - B1. Achieves Results
 - B2. Communicates Effectively
 - B3. Facilitates Team Success
- C. The Community (Core Theme: Community Collaborations)
- D. Educational Planning and Leadership (Core Themes: Academic Quality, Access, and Student Success)
- E. Business, Finance, and Facilities (Core Theme: Access)
- F. College Personnel (Core Theme: Academic Quality)

Part II

Evaluation of Performance in Relation to the Annual College Strategic Initiatives

The president will indicate how her goals, with respect to her personal performance, were addressed.

Board members would use the attached President's Evaluation Worksheet to rate her performance and to make notes on what they would like to share and discuss with fellow board members in June.

Board members will agree on how the board wants to express their evaluation results.

Action-1
May 18, 2022

- June The board meets with the president in a special executive session to discuss the evaluation.
- The board chair and vice chair draft an evaluation reflecting the board's evaluation discussion and any summary comments.
- The board chair and vice chair meet with the president to present the draft evaluation document and edit any changes prior to the June board meeting
- The board chair and vice chair prepare a summary statement to be read at the June board meeting.
- The board publicly presents the compensation and contract recommendation at the June board meeting.
- Worksheet (See attached copy)

PRESIDENT'S ANNUAL EVALUATION



Name _____

Date _____

The President will be evaluated in the following categories. Using a compilation of the Board of Education's President's Evaluation Worksheet, notes should be provided to explain results in each category, especially for ratings of 1, 2, or 5.

PART I

A. The Board of Education

1) Keeps the board informed of the needs, issues, and operations of the college.
2) Offers professional advice to the board on matters requiring board action, with the appropriate recommendations based on careful study and analysis.
3) Maintains a professional working relationship with the board.
4) Recommends to the board for consideration changes in the college/board policies.
5) Recommends to the board the annual budget along with advice regarding the resources to fund the budget.
6) Has an understanding of, and demonstrates support for, governance and collective bargaining in an academic setting and conciliation in grievance processing.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

B. Management Competencies

B1. Achieves Results

1) Overcomes obstacles to complete projects successfully.
2) Effects outcomes that set high standards for others.
3) Achieves results that have a positive impact on the organization as a whole.
4) Seeks to improve own skills and knowledge

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

B2. Communicates Effectively

1) Expresses thoughts clearly in writing.
2) Is an effective, articulate speaker.
3) Covers an issue thoroughly without overdoing it.
4) Communicates in a straightforward manner, even when dealing with sensitive topics.

5) Makes current information readily available to others.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

B3. Facilitates Team Success

- 1) Resolves conflict fairly.
- 2) Creates an atmosphere of team cooperation over competition.
- 3) Builds consensus on decisions.
- 4) Leads team in formulating goals that complement the organization's mission.
- 5) Brings capable people into the group.
- 6) Uses the diverse talents and experiences of the group to maximum advantage.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

C. The Community (Core Theme: Community Collaborations)

- 1) Gains respect and support from the community for the conduct of the college.
- 2) Maintains cooperative relationship with the news media.
- 3) Participates in community life and affairs.
- 4) Works effectively with public and private agencies.
- 5) Represents the views, policies and acts of the board to the public and legislative bodies.
- 6) Helps establish a sense of community.
- 7) Strengthens and advances the college's linkages and partnerships with business, industry and government.
- 8) Vigorously advocates for Chemeketa in particular and the community college movement in general, wherever possible, especially in statewide forums.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

D. Educational Planning and Leadership (Core Themes: Academic Quality, Access, and Student Success)

- 1) Implements the philosophy of a comprehensive community college and provides quality education for all district residents.
- 2) Organizes a planned program of curriculum development, emphasizing effective and innovative methodology, and practices to ensure student success in achieving their educational goals.
- 3) Provides participatory procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people in the district.

4) Provides opportunity for student leadership and participation in the college co-curricular activities.
5) Provides a strong program of student support and enrollment services, including student recruitment, testing, placement, advising, orientation, and student success courses, as well as educational and career counseling and financial aid.
6) Provides atmosphere for cultural pluralism and global perspective and a comprehensive plan for diversity at all levels.
7) Displays knowledge and understanding of the appropriate management systems and planning strategies for an effective organization.
8) Provides for ongoing evaluation and improvement of educational programs and support services.
9) Fosters an environment in which teaching, learning, student access and success are central to the college's mission.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

E. Business, Finance, and Facilities (Core Theme: Access)

1) Supervises fiscal operations in accordance with board policies and state/federal laws and rules, insisting on competent, efficient and prompt performance.
2) Determines that funds are spent wisely and that adequate control and accounting are maintained.
3) Evaluates financial needs and makes recommendations for adequate funding.
4) Develops creative sources of revenue.
5) Develops a sustainability (ecological) college-wide plan.
6) Work with associations to obtain a settlement within Board of Education parameters.
7) Continue to build buildings and infrastructure to serve immediate needs with flexibility to serve future needs.
8) Explore and implement opportunities to leverage college resources including new partnerships.
9) Continue to support the Chemeketa Foundation in its fund raising efforts.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

F. College Personnel (Core Theme: Academic Quality)

1) Develops and executes sound personnel procedures and practices, with particular attention to collective bargaining and implementation of agreements.
2) Recruits, recommends and assigns the most competent personnel available, taking affirmative action to ensure that those in protected classes are provided equal opportunity.
3) Encourages participation of staff members and faculty groups in college planning, procedures and policy development and implementation.
4) Provides leadership in the development of college personnel at all levels.

Action-1
May 18, 2022

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

PART II – EVALUATION OF PRESIDENT’S PERFORMANCE IN RELATION TO THE ANNUAL COLLEGE STRATEGIC INITIATIVES.

Notes:

ADDITIONAL COMMENTS/OVERALL IMPRESSION:

President Comments:

Signatures: This evaluation was reviewed with me by the College Board of Education. My signature does not necessarily indicate agreement or approval

President/CEO _____ Date _____
Board Chair _____ Date _____
Human Resources _____ Date _____

Revised May, 2020

**APPROVAL OF BUDGET COMMITTEE MEMBER SELECTION PROCESS
FOR VACANCIES IN ZONE 4 AND ZONE 6 FOR 2022–2025
[21-22-147]**

Prepared by

David Hallett, Vice President—Governance and Administration

Budget Committee positions for Zones 4 and 6 expire June 30, 2022. In compliance with board policy number 1170, the following appointment process is recommended for Zones 4 and 6.

ACTION NECESSARY UNDER BOARD POLICY/PROCEDURE NUMBER 1170

Mike Stewart, Zone 4	Must advertise*
Jenne Marquez, Zone 6	May appoint or advertise*

BUDGET MEMBER SELECTION TIMELINES AND PROCESS

Openings Announced to Board of Education	April 20
Approval of Selection Process and Timelines	May 18
Legal Notice Published	By June 22
Deadline for Applications to the President's Office	July 29
Application Screening	TBD
Appointment of New Budget Committee Members	TBD

* Policy and procedure 1170 state that a position filled by an incumbent who has served more than four years must be advertised; however, the incumbent may reapply if they wish to continue. Additionally, a position filled by an incumbent who has served less than four years can be reappointed without public notice advertising for additional applicants. Mike Stewart, Zone 4, has served more than four years and in compliance with procedure 1170, Zone 4 must be advertised. Jenne Marquez has served as an incumbent for less than four years and in compliance with procedure 1170, can be reappointed for Zone 6 without advertising for additional applicants

* Procedure 1170 calls for the board chair to appoint a subcommittee of three (3) board members to screen potential candidates from the zones with budget committee vacancies. Applicants must live and be registered voters within the vacant district zone.

It is recommended that the Board of Education approves the appointment process and the timelines for the selection of Budget Committee members for Zones 4 and 6.

Action-3
May 18, 2022

**APPROVAL OF PROPOSED SCHEDULE OF COLLEGE
BOARD OF EDUCATION MEETINGS FOR 2022–2023
[21-22-148]**

Prepared by

Jessica Howard, President/Chief Executive Officer

The following dates have been selected for the 2022–2023 College Board of Education meeting schedule. The dates are on the third Wednesday of each month. The July 2022, board work sessions, and September 2022 meetings may be held at outreach centers or campuses. All other meetings will be on Salem Campus and available via web conferencing and livestream.

July 7—Special Board Meeting

July 20

September 1—Board Work Session

September 21

October 19

November 16

December 14

January 6—Board Work Session

January 18

February 1—Budget Committee Orientation

February 15

March 15

April 12—Budget Meeting

April 19—Budget and Board of Education meeting

April 26—Budget Committee (Optional)

May 17

June 21

Tentative 2023–2024

July 19

It is recommended that the College Board of Education approves the proposed schedule of board meetings for 2022–2023.

Action-4
May 18, 2022

**APPROVAL OF SUSPENSION OF BUSINESS SOFTWARE CERTIFICATE OF COMPLETION
[21-22-149]**

Prepared by

Barbara Johansen, Program Chair—Office Administration and Technology
R. Taylor, Dean—Business and Technology Programs and Early Childhood Education
Marshall Roache, Executive Dean—Career and Technical Education
Michael Vargo, Vice President—Academic Affairs

The Office Administration and Technology program currently offers six pathway certificates and four degree options. While these certificates and degrees share common courses, there are also unique requirements for each. At the time of development, each of these options reflected a response to the community. However, current trends, industry needs, and student interest have shown that these offerings can be consolidated. A recommended suspension of the Business Software Certificate of Completion is based on a review of enrollment data and Advisory Committee input.

For students seeking introductory certificates in software applications and office operations, the Office Fundamentals and Business Technology certificates will continue to be offered. Both of these certificates provide opportunities for students to increase their skills in business software and are foundational to the Office Administration and Technology degree options. Program faculty will work individually with currently enrolled students to facilitate certificate completion.

It is recommended that the College Board of Education approve the suspension of the Business Software Certificate of Completion.

Action-5
May 18, 2022

**APPROVAL OF SUSPENSION OF MICRO BUSINESS OPERATIONS
CERTIFICATE OF COMPLETION
[21-22150]**

Prepared by

Barbara Johansen, Program Chair—Office Administration and Technology
R. Taylor, Dean—Business and Technology Programs and Early Childhood Education
Marshall Roache, Executive Dean—Career and Technical Education
Michael Vargo, Vice President—Academic Affairs

The Office Administration and Technology program currently offers six pathway certificates and four degree options. While these certificates and degrees share common courses, there are also unique requirements for each. At the time of development, each of these options reflected a response to the community. However, current trends, industry needs, and student interest have shown that these offerings can be consolidated. A recommended suspension of the Micro Business Operations Certificate of Completion is based on a review of enrollment data and Advisory Committee input.

This certificate was originally designed to serve community members and students seeking to operate as sole proprietor or small family businesses. Despite growing numbers of this type of business, interest in this certificate has been limited. The program anticipates continuing to actively support micro businesses operators through an expanding partnership with the Chemeketa Center for Business and Industry and the Small Business Development Center. For students earning one of the Office Administration and Technology degrees or certificates, Chemeketa will continue to offer coursework specific to micro business operations in this field. Program faculty will work individually with currently enrolled students to facilitate certificate completion.

It is recommended that the College Board of Education approve the suspension of the Micro Business Operations Certificate of Completion.

Action-6
May 18, 2022

**APPROVAL OF SUSPENSION OF LEGAL ADMINISTRATIVE PROFESSIONAL
ASSOCIATE OF APPLIED SCIENCE DEGREE
[21-22-151]**

Prepared by

Barbara Johansen, Program Chair—Office Administration and Technology
R. Taylor, Dean—Business and Technology Programs and Early Childhood Education
Marshall Roache, Executive Dean—Career and Technical Education
Michael Vargo, Vice President—Academic Affairs

The Office Administration and Technology program currently offers six pathway certificates and four degree options. While these certificates and degrees share common courses, there are also unique requirements for each. At the time of development, each of these options reflected a response to the community. However, current trends, industry needs, and student interest have shown that these offerings can be consolidated. A recommended suspension of the Legal Administrative Professional Associate of Applied Science degree is based on a review of enrollment data and Advisory Committee input.

This degree was originally conceived to prepare students to work in government and law offices. While interest in this degree has been limited, we anticipate continuing to be able to support students looking to specialize in legal office work through recommendation of the Administrative Office Professional degree coupled with Cooperative Work Experience Internship in a legal or government office. This will be accomplished via individual goal setting and advising with students. Further, course content and outcomes that have been added to courses in the other degree and certificate options focused on public and law offices will continue to be part of these offerings. Program faculty will work individually with currently enrolled students to facilitate degree completion.

It is recommended that the College Board of Education approve the suspension of the Legal Administrative Professional Associate of Applied Science degree.

Action-7
May 18, 2022

**APPROVAL OF SUSPENSION OF VIRTUAL OFFICE ASSISTANT
ASSOCIATE OF APPLIED SCIENCE DEGREE
[21-22-152]**

Prepared by

Barbara Johansen, Program Chair—Office Administration and Technology
R. Taylor, Dean—Business and Technology Programs and Early Childhood Education
Marshall Roache, Executive Dean—Career and Technical Education
Michael Vargo, Vice President—Academic Affairs

The Office Administration and Technology program currently offers six pathway certificates and four degree options. While these certificates and degrees share common courses, there are also unique requirements for each. At the time of development, each of these options reflected a response to the community. However, current trends, industry needs, and student interest have shown that these offerings can be consolidated. A recommended suspension of the Virtual Office Assistant Associate of Applied Science degree is based on a review of enrollment data and Advisory Committee input.

This degree was originally conceived to prepare students to work in remote settings or start their own remote office businesses. Since that time, the remote office dynamic has shifted dramatically due to the COVID-19 pandemic. It is now necessary to prepare all office administration professionals to work across modalities, from in-person, to remote, to hybrid models. The concepts and content that were originally unique to this degree are now taught in the Administrative Office Professional degree, Medical Administrative Assistant degree, and Accounting Administrative Assistant degree. The Virtual Office Assistant Certificate will continue to be offered as an option for those seeking to return to college to update and expand their skills for remote settings. Program faculty will work individually with currently enrolled students to facilitate degree completion.

It is recommended that the College Board of Education approve the suspension of the Virtual Office Assistant Associate of Applied Science degree.

MISSION • VISION • CORE THEMES • VALUES

MISSION *(Our purpose)*

Chemeketa provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training.

VISION *(What is accomplished by carrying out our mission)*

Chemeketa will be a catalyst for individuals, businesses, and communities to excel in diverse and changing environments.

CORE THEMES *(Manifests essential elements of the mission and collectively encompass the mission)*

Academic Quality – Quality programs, instruction, and support services are provided to students.

Access – A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.

Community Collaborations – Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.

Student Success – Students progress and complete their educational goals.

VALUES *(How we carry out our work; desired culture; our beliefs)*

Collaboration – We collaborate to ensure purposeful, effective programs and services that support all students. We welcome diverse perspectives and encourage the free exchange of ideas.

Diversity – We are a college community enriched by the diversity of our students, staff, and community members. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

Equity – We promote a just and inclusive environment in which all individuals receive equitable support to reach their full potential. We do this through fair treatment, access, opportunity, and advancement for all, aiming to identify and eliminate barriers that have prevented the full participation of some groups.

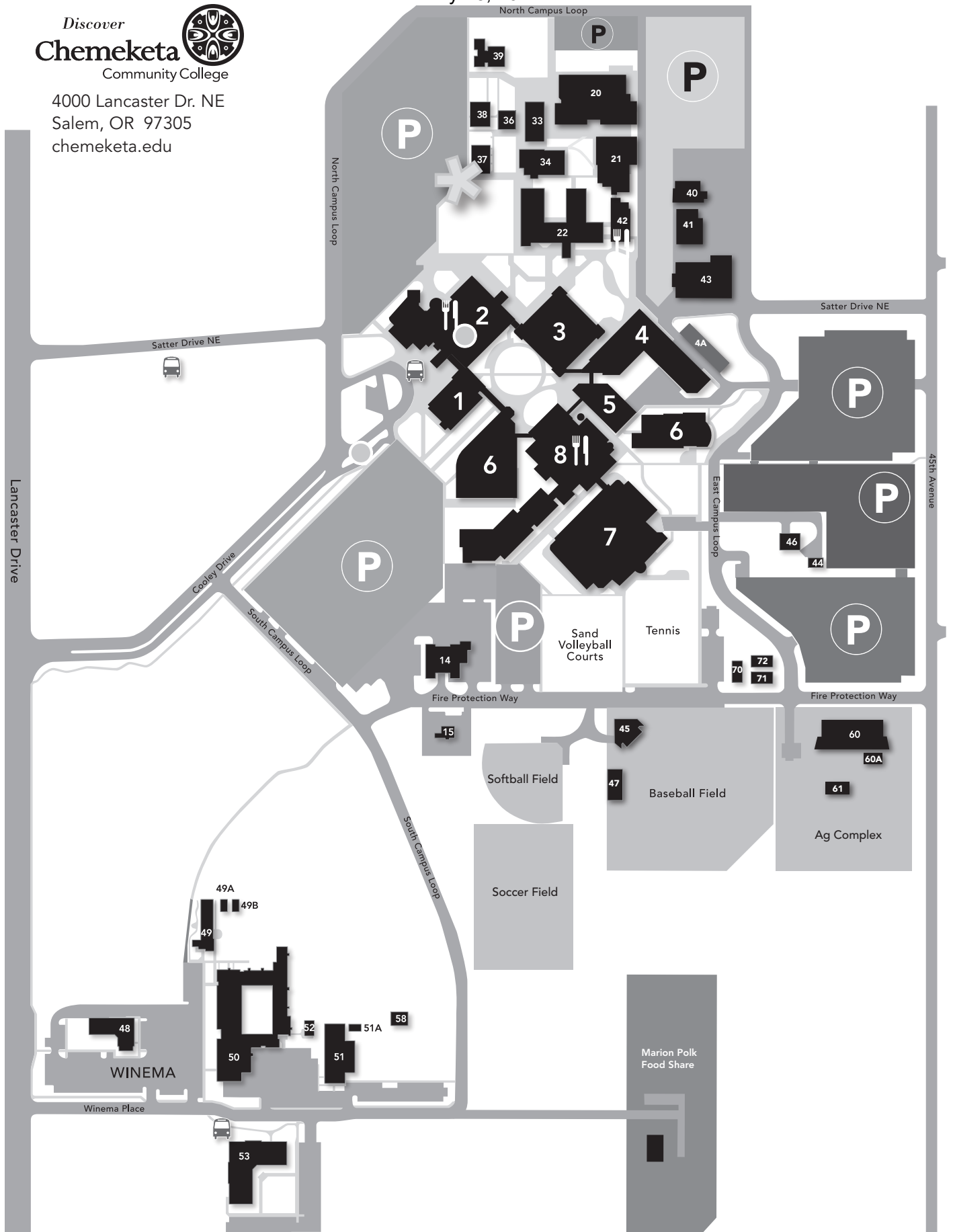
Innovation – We innovate through reflection, analysis, and creativity. We design quality instruction, programs, and services to prepare students to meet the changing needs of our communities in a global society.

Stewardship – We act with personal and institutional accountability for the responsible use of environmental, financial, and human resources to meet the needs of current students without compromising the needs of future generations of students.

Appendix-2
May 18, 2022



4000 Lancaster Dr. NE
Salem, OR 97305
chemeketa.edu



Building directory on reverse side

Appendix-2 May 18, 2022

Building and Primary Function(s)

- 001 1st Floor: Bookstore,
- 001 2nd Floor: Faculty Offices
- 002 1st Floor: Advising & Counseling; Career Center; Convenience Store; Food Court; Information Center; Multicultural Center; Placement Assessment; Planetarium; Public Safety; Student Accessibility Services; Student Recruitment; Student Retention & College Life; Student Support Services
- 002 2nd Floor: Business Services; CAMP; Chemeketa Completion Program; College Support Services; Enrollment Center; Financial Aid; Graduation Services; Human Resources; President's Office; Procurement; TRiO; Talent Search; Title IX Office; Tutoring Services; Upward Bound; Veterans Services
- 003 1st Floor: Gretchen Schuette Art Gallery; Classrooms
- 003 2nd Floor: Classrooms; Instruction and Student Services; Math Hub; Math Faculty; Testing Center
- 004 1st Floor: Automotive Program; Electronics Program; Faculty Offices
- 004 2nd Floor: Visual Communications; Robotics; Electronics & Networking Programs; Faculty Offices
- 005 1st Floor: Art Classrooms
- 005 2nd Floor: Classrooms; Foundation, Marketing & Public Relations; Public Information
- 006 1st Floor: Auditorium; Classrooms
- 006 2nd Floor: Classrooms; Employee Development
- 007 Gymnasium; Physical Education Classrooms
- 008 1st Floor: Dental Clinic; Health & Science Classrooms;
- 008 2nd Floor: Health & Science Classrooms
- 009 1st Floor: Classrooms; The Center for Academic Innovation; Academic Effectiveness; IT Help Desk; Television Studio; Online Programs
- 009 2nd Floor: Library; Writing Center; Computer Lab; Study Rooms
- 014 Public Safety
- 015 Burn Tower
- 020 Drafting; Engineering; Machining Program; Faculty Offices
- 021 Welding Program
- 022 Academic Development; HEP; Information Technology
- 033 Apprenticeship Programs
- 034 Conference Rooms; SOAR
- 037 Faculty Offices
- 038 Faculty Offices; Occupational Skills Training; Cooperative Work Experience
- 039 Child Development Center
- 040 Facilities & Operations
- 041 Facilities & Operations

- 042 Catering Kitchen; Northwest Innovations
- 043 Copy Center; Mail Room; Recycling
- 044 Horticulture Potting Shed
- 045 Activity Field
- 046 Greenhouse
- 048 Conference Rooms; MaPS Credit Union; Blue Moon Cafe
- 049 Mid-Willamette Education Consortium, Youth GED Options
- 050 High School Partnerships
- 051 Winema High School; Lab
- 052 Classrooms
- 053 Department of Human Services
- 058 Facilities & Operations Annex
- 060 Agricultural Sciences
- 061 Headhouse
- 062 Pavillion

Area or Service—Building/Room

- Academic Development—22/100
- Admissions—2/200
- Advising—2/110
- Art Gallery—3/122
- Athletics—7/103
- Auditorium—6/115
- Boardroom—2/170
- Bookstore—1/First Floor
- Business Services—2/202
- Career Center—2/115
- Chemeketa Cooperative Regional Library Service—9/136
- Chemeketa Online—9/106
- Computer Labs, Library—9/Second Floor
- Convenience Store—2/180
- Cooperative Work Experience—38
- Dental Clinic—8/101
- Executive Dean of Students—3/272
- Employee Development Center—6/218b
- English for Speakers of Other Languages—22/100
- Enrollment Center—2/200
- Extended Learning—3/252
- Financial Aid—2/200
- First Aid—2/173
- Food Service—2/First Floor, 8, & 42
- GED—22/100
- General Information (Welcome Center)—2/110
- Gymnasium—7
- Human Resources—2/214
- International Programs and Study Abroad—2/174
- Instruction & Student Services—3/272
- IT Help Desk—9/128
- Library—9/Second Floor
- Lost & Found—2/173
- Mail Room—43
- Multicultural Center—2/177A
- Northwest Innovations—42
- Parking Permits—2/173 Public Safety Placement Assessment—2/201
- Planetarium—2/171
- Posting Notices on Campus—2/176
- President's Office—2/216

- Public Information—5/266
- Public Safety—2/173—503.399.5023
- Registration—2/200
- Scholarships—5/266
- Student Accessibility Services—2/174
- Student Center—2/179
- Student Clubs—2/176
- Student Identification Cards—1/First Floor Bookstore
- Study Skills—2/210
- Television Studio—9/162
- Testing Center—3/267
- Transcripts—2/200
- Transfer Information—2/110
- Tutoring Center—2/210
- Vending Machine Refunds—1/First Floor Bookstore
- Veterans Services—2/201
- Veterans Resource Center—2/116
- Writing Center—9/210

Instructional Department Offices

- Agricultural Sciences—60
- Applied Technologies—20/203
- Business & Technology, Early Childhood Education & Visual Communications—1/204
- Chemeketa Online/Tech Hub—9/106
- Dental Programs—8/109
- Education, Languages & Social Sciences—3/252
- Emergency Services—Brooks Regional Training Center
- Health, & Human Performance—7/103
- Life Sciences and Physical Sciences—8/104
- Liberal Arts—1/204
- Math, Engineering & Computer Science—3/252
- Nursing—8/104
- Pharmacy Technology—8/113

Restrooms

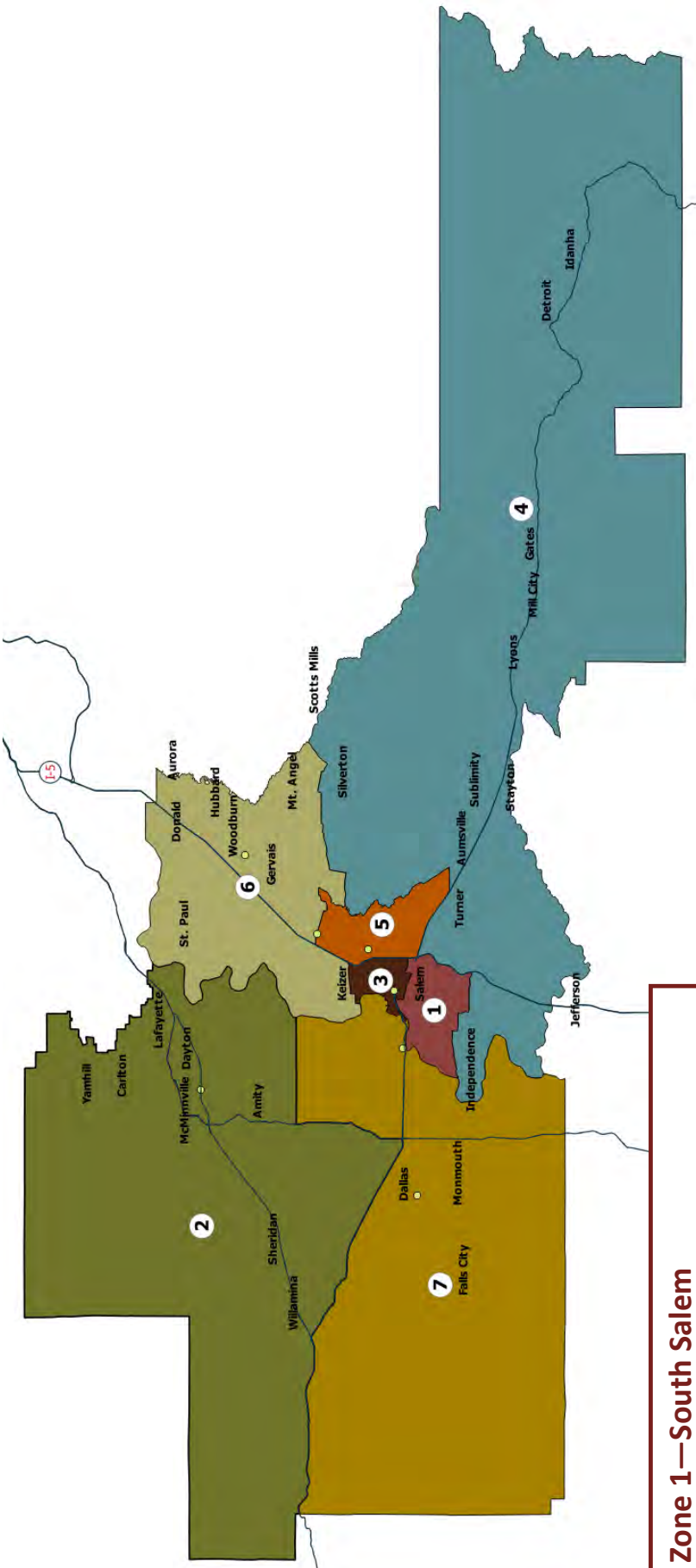
SINGLE OCCUPANCY

- Building 2—First floor, across from C-Store
- Building 4—Second floor
- Building 5—Second floor
- Building 6—First floor
- Building 8—First floor
- Building 20—First floor
- Building 36—First floor
- Building 37—First floor
- Building 38—First floor
- Building 40—Second floor
- Building 50—First floor
- Building 51—First floor

MOTHER'S ROOM

- Building 2—First floor, next door to C-Store
- Building 8—First floor
- Building 20—Second floor
- Building 40—Second floor

Chemeketa Community College Board Zone Boundary Map



- Zone 1—South Salem**
- Zone 2—Yamhill County**
- Zone 3—North Salem**
- Zone 4—South Marion County**
- Zone 5—East Salem**
- Zone 6—North Marion County**
- Zone 7—Polk County**

- Board Members
- ZONE 1 Ed Dodson**
 - ZONE 2 Ron Pittman, Vice Chair 2021-2022**
 - ZONE 3 Neva Hutchinson**
 - ZONE 4 Ken Hector**
 - ZONE 5 Jackie Franke, Chair 2021-2022**
 - ZONE 6 Diane Watson**
 - ZONE 7 Betsy Earls**

Handouts
May 18, 2022



Statewide Transfer Articulation Agreement:
Major Transfer Map in Computer Science

90-100 Credits or Optimal
Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

Table 1

CORE TRANSFER REQUIREMENTS		
<i>See an advisor for recommended courses before your first term</i>		
<i>Writing</i>		
1 course	WR121	3-4
<i>Arts & Letters</i>		
1 st course	Choose from AAOT-approved courses	3-4
2 nd course	Choose from AAOT-approved courses	3-4
<i>Social Sciences</i>		
1 st course	Choose from AAOT-approved courses	3-4
2 nd course	Choose from AAOT-approved courses	3-4
<i>Natural Sciences</i>		
2 courses	Select two lab science courses; this selection should occur after deciding between OSU/PSU/UO and EOU/SOU/WOU clusters <ul style="list-style-type: none"> • OSU/PSU/UO: Phys 211-212 OR Chem 221-222 OR Bio 211-212 • EOU/SOU/WOU: any two lab science courses 	8-10
<i>Mathematics</i>		
2 courses	MATH 111, MATH 112	8
<i>At least 1 Core Transfer Requirement course must also be an AAOT-approved Cultural Literacy Course.</i>		
Core Transfer Requirement Total		31-38

Table 2

ADDITIONAL MAJOR TRANSFER MAP COURSES				
<i>See an advisor for recommended courses</i>				
	EOU/SOU/WOU cluster		OSU/PSU/UO cluster	
General Education				
Writing	WR122	3-4	WR227	3-4
Oral Communication				
	COMM111	3-4	COMM111	3-4
Major Requirements				
Computer Science	CS160, CS161, CS162, CS260	16	CS160, CS161, CS162, CS260 CS205 ²	16 4-5
Mathematics	MTH251-252	8	MTH251-252	8
Discrete Math			MTH231-232 OR CS 250-251	8
Natural Sciences			Complete sequence done under CTM: Phys 213, Bio 213, or Chem 223	4-5
Additional MTM Courses Total		30-32		46-50
Electives	Elective courses to 90 credits	20-29	Elective courses to 90 credits	2-13
	MTM TOTAL	90	MAJOR TRANSFER MAP TOTAL	90

² new course that integrates CS271 and CS201 contents.

Minimum letter grade and/or GPA requirements

If the cell is blank, you must achieve a minimum letter grade of C- in that course.

Table 3

Minimum Letter Grade and/or GPA requirements							
Category	Course	EOU/SOU/WOU cluster			OSU/PSU/UO cluster		
		EOU	SOU	WOU	OSU	PSU	UO
CTM	WR 121				C		
CTM	A&L 1						
CTM	A&L 2						
CTM	SocSci 1						
CTM	SocSci 2						
CTM	NatSci 1				C		
CTM	NatSci 2				C		
CTM	MTH 111						
CTM	MTH 112						
MTM	WR 122						
MTM	WR227				C		
MTM	COMM 111				C		
MTM	CS 160			C	C		
MTM	CS 161		B	C	C		B-
MTM	CS 162		C	C	C	C	B-
MTM	CS 260			C	C	C	B-
MTM	MTH 112						
MTM	MTH 251			C	C		
MTM	MTH 252			C	C		
MTM	CS 205			C	C	C	
MTM	MTH 231 or CS250			C	C	C	B-
MTM	MTH 232 or CS251			C	C	C	B-
MTM	NatSci 3				C		
	GPA	2.25	2.0	2.0	2.0	2.0	2.0

Year 1

Q1		Q2		Q3	
Class	Credits	Class	Credits	Class	Credits
CS 160	4	CS 161	4	CS 162	4
MTH 111	4	MTH 112	4	MTH 251	4
WR 121	3-4	COM111	3-4	A&L 2	3-4
A&L 1	3-4	SS 1	3-4	SS 2	3-4
	14-16		14-16		14-16

Year 2 - OSU/PSU/UO cluster

Q1		Q2		Q3	
Class	Credits	Class	Credits	Class	Credits
CS 260	4	CS 205	4	WR227	3-4
MTH 252	4	MTH 231 or CS 250	4	MTH 232 or CS 251	4
Science 1	4-5	Science 2	4-5	Science 3	4-5
elective	3-4	elective	3-4	elective	3-4
	15-17		15-17		14-17

Year 2 - EOU/SOU/WOU cluster

Q1		Q2		Q3	
Class	Credits	Class	Credits	Class	Credits
CS 260	4	WR122	3-4	elective	3-4
MTH 252	4	elective	3-4	elective	3-4
Science 1	4-5	Science 2	4-5	elective	3-4
elective	3-4	elective	3-4	elective	3-4
	15-17		13-17		12-16

Appendix A. University-specific flexibility with respect to MTM required courses

Some of the universities have flexibility in the courses listed in the CTM and the MTM for their cluster. That flexibility is documented in the following table. The way to use this table is as follows: if a student has decided to transfer to a particular university, the student may take advantage of the listed flexibility in the remaining courses in the MTM degree. Note that taking advantage of that flexibility is likely to cause a student's course of study to no longer qualify for junior standing at the other universities in that cluster.

Table A.1

Course	EOU	SOU	WOU
WR 122		May substitute WR227	
COMM 111			
CS 160	Not required	Not required if prerequisite to CS 161 otherwise met	
CS 161			
CS 162			
CS 260		May substitute CS258 Fall term of Junior year	
MTH 112			Not required if student does MTH 231-232
MTH 251			Accepts MTH 231
MTH 252			Accepts MTH 232
NatSci 1			
NatSci 2			

Table A.2

Course	OSU	PSU	UO
WR227			
COMM 111			
CS 160		Not required	VERY STRONGLY ENCOURAGED, but not required
CS 161		Not required	
CS 162			
CS 260			
MTH 112			
MTH 251			
MTH 252			
CS 205			VERY STRONGLY ENCOURAGED, but not required
MTH 231 or CS250			
MTH 232 or CS251			
NatSci 1			GEOL 201, 202, 203 are also accepted
NatSci 2			
NatSci 3			

Appendix B. University-specific recommended elective courses

Some of the universities have recommendations for elective courses that appear in the schedule for their cluster; following those recommendations will give the student more choice once they transfer. Those recommendations are documented in the following table. The way to use this table is as follows: if a student has decided to transfer to a particular university, the student should attempt to follow those recommendations for any remaining electives in their MTM-CS studies. Note that there is no guarantee that following the recommendations for one university in a cluster will also serve the same purpose in another university in that cluster.

Table B.1

Elective	EOU	SOU	WOU
7 Electives	<ul style="list-style-type: none"> • C++ programming course • A&L 3 in a 2nd or 3rd disc • SS 3 in a 2nd or 3rd disc • A general elective that fulfills “Difference, Power & Discrimination” Baccalaureate Core requirement 	<ul style="list-style-type: none"> • 200-level database • 200-level computer org/architecture • CS 250 OR MTH 231 • 200-level web design • 200-level networking • 200-level OO programming course • 200-level C/C++ course if neither used in 161/162 	<ul style="list-style-type: none"> • CS 205 (Comp Arch)

Table B.2

Elective	OSU	PSU	UO
3 electives	<ul style="list-style-type: none"> • WR 122 (min grade C) • A general elective that fulfills “Difference, Power & Discrimination” Baccalaureate Core requirement • a general elective that is equivalent to HHS 231, Physical Activity or PAC equivalent • CS 290 (if offered at your college) 	<ul style="list-style-type: none"> • MTH 253 • MTH 261 (linear alg) • Additional science elective (4 credits) from Bio, Chem, Phys, Geol, or Env Sci • Additional ASOT-approved A&L or ASOT-approved SS elective 	<ul style="list-style-type: none"> • At least 7 credits of ASOT-approved A&L courses • At least 7 credits of ASOT-approved SS courses



Oregon Transfer Compass Computer Science Major Transfer Map Crosswalk

Core Transfer Map	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
Writing: WR 121	3-4	Transfers as WR 121 in Gateway group.	1 of 1 Writing I course	Meets general education requirement for WR 121	USEM 101 (Strand ABC writing course)	1 of 2 required Writing courses	1 of 2 Foundations: Writing courses
Arts & Letters: 2 Courses	6-8	Transfers as 6-8 credits in Aesthetics and Humanities group or Artistic Process and Creation group	1 of 1 Literature/Arts course 1 of 1 Western Culture course	6-8 Credits of Arts & Letters or Social Science courses	2 courses toward strand E: Humanities	6-8 of 15 credits of Core Education Arts & Letters group	2 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses
Social Science: 2 Courses	6-8	Transfers as 6-8 credits in Social Sciences group	1 of 1 Social Processes & Institutions course 1 of 1 Cultural Diversity course	6-8 Credits of Arts & Letters or Social Science courses	2 courses toward Strand F: Social Science	6-8 of 15 credits of Core Education Social Science group	2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses
Natural Sciences: 2 Courses	8-10	Transfers as 8-10 credits in Natural, Mathematical & Informational Sciences group	2 of 3 Science courses	8-10 credits of 15 credit Lab Science requirement	2 courses w/ lab toward Strand G: Science	8-10 of 15 credits of Core Education Science group & 2 of 3 courses required by major additional science sequence	2 of 2 Exploring Knowledge: Scientific Perspectives courses & 2 of 3 required by major in BI 211-213 sequence
Math: 2 Courses (MTH 111 and MTH 112)	8	Transfers as MATH 111 and MATH 112	Transfers as MTH 111 and MTH 112. One course satisfies Math requirements for Baccalaureate Core; the other as a general elective.	Elective credits	Strand D: Quantitative Reasoning & Prerequisites for MTH 251/252 requirement	Transfer as MTH 111 and MTH 112: 2 of 3 BS Math/Computing classes Can also use MTH 231 or MTH 251 or CIS 161 to satisfy this requirement	1 of 1 Foundations: Math course - Can also use MTH 231 or 251 to satisfy this req; MTH 112 transfers as MTH 112
1 course must also satisfy AAOT Cultural Literacy Requirement		Transfers as Difference, Power and Discrimination group course.				1 of 2 Core Education Cultural Literacy courses	
Courses must total minimum of 30 credits, can be filled by an elective credit if needed		Additional credits taken to reach 30 will be applied to the appropriate Gen Ed requirements.	Additional credits taken to reach 30 will be applied to the appropriate Gen Ed requirements.	Include additional Arts & Letters or Social Science Electives as necessary to ensure (at least) 24 credits of general education (including	Additional credits taken to reach 30 will be applied to the appropriate Gen Ed requirements.	Additional credits taken to reach 30 will be applied to the appropriate Core Ed requirements.	Additional credits taken to reach 30 will be applied to the appropriate Gen Ed requirements.



Oregon Transfer Compass Computer Science Major Transfer Map Crosswalk

Major and Elective Courses	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
				WR 121 and COMM 111)			
COMM 111	3-4	Transfers as COM 111 in Gateway group.	Transfers as COMM 111	Meets general education requirement for COMM 220	USEM 103	Transfers as Core Education Arts & Letters group	3-4 credits of Foundations: Communication and Language
CS 160	4	Transfers as CS Lower Division Elective.	Transfers as CS 160	Elective credits (transfers as CS LD)	Transfers as CS200	Transfers as CIS 1xxT	Transfers as CS 160
CS 161	4	Transfers as CS 161	Transfers as CS 161	Elective credits (transfers as CS 161)	Transfers as CS 256	Transfers as CIS 210	Transfers as CS 161
CS 162	4	Transfers as CS 162	Transfers as CS 162	Transfers as CS 162	Transfers as CS 257	Transfers as CIS 211	Transfers as CS 162
CS 260	4	Transfers as CS 260	Transfers as CS 261	Transfers as CS 163	Transfers as CS 258	Transfers as CIS 212	Transfers as CS 260
MTH 251	4	Transfers as Math 251	Transfers as MTH 251	Transfers as MTH 251	Transfers as MTH 251	Transfers as MATH 251	Transfers as MTH 251
MTH 252	4	Transfers as Math 252	Transfers as MTH 252	Transfers as MTH 252	Transfers as MTH 252	Transfers as MATH 252	Transfers as MTH 252
EOU/SOU/WOU only	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
Writing - WR 122	3-4	Transfers as WR 122 in Gateway GenEd.			USEM 102 (Strand ABC writing course)		Transfers as WR 122
OSU/PSU/UO only	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
Writing - WR 227	3-4		Transfers as WR 327. Satisfies both major requirements and Writing requirements for Baccalaureate Core	Meets major requirement for WR 227	May substitute for WR 122 to meet USEM 102 (Strand ABC writing course)	2 of 2 required Writing courses AND substitutes for WR 320 major requirement	Transfers as elective WR 300
CS 205	4		Transfers as CS 271	Meets major requirement for CS 201	Transfers as CS 314	Transfers as CIS 2xxT	Transfers as CS 271
Discrete Math: MTH 231-232 or CS 250-251	8		Transfers as MTH 231, 232	Meets major requirement for CS 250 and CS 251	CS 250 transfers as CS 250	Transfers as MATH 231-232; B.S. or Core Education Science group; CS 250-251 transfers as CIS 2xxT and substitutes for MATH 231-232 for major	Transfers as MTH 231-232 or satisfied by MTH 251-252
Natural Science:	4-5		Transfers as PH 213,	Completes 15 credit		Complete science	



Oregon Transfer Compass Computer Science Major Transfer Map Crosswalk

Complete sequence started under CTM			CH 223 or BIO 213	Lab Science requirement for major		sequence started under CTM PHYS 213, BIO 213, or CHEM 223 12-15 of 15 credits of Core Education Science group & 3 of 3 courses required by major additional science sequence	
Major and Elective Courses	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
Electives		Additional elective courses to 90 credits.	<p>Elective Courses to get to 90 credits Will apply to gen ed, or major requirements, or as electives.</p> <p>Recommended:</p> <ul style="list-style-type: none"> WR 122 – transfers as WR 222. (CS dept. will accept WR 122 at PCC which transfers as WR LDT)² A general elective that fulfills “Difference, Power & Discrimination” Baccalaureate Core requirement a general elective that is equivalent to HHS 231, Physical Activity or PAC equivalent CS 290 (if offered at your college) 	<p>Additional elective courses to 90 credits.</p> <p>Recommended: additional Arts & Letters or Social Science Electives as necessary to ensure (at least) 24 credits of general education (including WR 121 and COMM 111)</p>	Additional elective courses to 90 credits.	Additional elective courses to 90 credits.	Additional elective courses to 90 credits.
Major Transfer Map credit total	90	90	90	90	90	90	90

Remaining	EOU	OSU	PSU	SOU	UO	WOU
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Oregon Transfer Compass Computer Science Major Transfer Map Crosswalk

Degree Reqts						
General Education	0-14 credits in Aesthetics and Humanities (AEH) in two different disciplines	Difference, Power & Discrimination (3-4)	Junior Cluster (Univ. Studies) (12 credits)	1 course in Strand E: Humanities (for a total of 3 courses or at least 9 credits)	3-6 credits of Core Ed A&L courses, possibly including one multicultural course	3-4 credits of Foundations: Critical Thinking
	0-14 credits in Artistic Process and Creation (APC) in two different disciplines	Fitness (3)	Additional Arts & Letters or Social Science Elective (3 credits)	1 course in Strand F: Social Sciences (for a total of 3 courses or at least 9 credits)	7-9 credits of Core Ed Social Science courses, possibly including one multicultural course	4 credits of Foundations: Health Promotion
	0-14 credits in Social Sciences (SSC) in two different disciplines	Contemporary Global Issues (3-4)		1 course in Strand G: Sciences (for a total of 3 courses or at least 11 credits; one course may be a non-lab science)		3-4 credits of Integrating Knowledge: Science, Technology, Society (upper-division)
	0-14 credits in Natural, Mathematical & Informational Sciences (SMI) in two different disciplines, including at least one physical/biological science.			Upper-division course in Strand I: Science, Technology & Society (3-4 credits)		3-4 credits of Integrating Knowledge: Science, Technology, Society (upper-division)
General Education Credits	0-14 credits in Natural, Mathematical & Informational Sciences (SMI) in two different disciplines, including at least one physical/biological science.			Upper-division course in Strand H: Citizenship and Social Responsibility (3-4 credits)		*** First Year seminars requirements waived
				Upper-division course in Strand J: Diversity, Equity, and Inclusion (3-4 credits)		
Major Requirements	30	9-11	15	18-24	10-15	13-16
	CS 221 (4 credits) CS 311 (3 credits) CS 318 (4 credits) CS 330 (4 credits) CS 331 (3 credits) CS 360 (4 credits) CS 361 (4 credits) CS 362 (3 credits)	CS 361 (4 credits) CS 290 (4 credits) CS 362 (4 credits) CS 325 (4 credits) CS 372(4 credits) CS 344 (4 credits) CS 444 (4 credits) CS 381 (4 credits)	CS 202 (4 credits) CS 300 (4 credits) CS 305 (2 credits) CS 320 (4 credits) CS 333 (4 credits) CS 350 (4 credits) CS 469 (3 credits) CS 470 (3 credits)	CS 314 (4 credits) CS 336 (4 credits) CS 360 (4 credits) CS 357 (4 credits) CS 411 (4 credits) CS 418 (4 credits) CS 452 (4 credits) CS 459 (4 credits)	CIS 313 (4 credits) CIS 314 (4 credits) CIS 315 (4 credits) CIS 330 (4 credits) CIS 415 (4 credits) CIS 422 (4 credits) CIS 425 (4 credits) MATH choice group (8	IS 278 (4 credits) CS 360 (4 credits) CS 361 (4 credits) CS 363 (4 credits) CS 364 (4 credits) CS 366(4 credits) CS 367 (4 credits) CS 460 (4 credits)



Oregon Transfer Compass Computer Science Major Transfer Map Crosswalk

	CS 401 (1-6 credits) CS 407 (2 credits) MATH 231 (4 credits) MATH 341 (4 credits)	CS 340 (4 credits) CS 461 (3 credits) CS 462 (3 credits) CS 463 (2 credits) CS 352 (4 credits) "CS 391 (3 credits) – Also fulfills Synthesis Bacca laureate Requirement " ST 314 (3 credits) WR 214/222 (3 credits)	CS 486 (4 credits) ECE 341 (4 credits)	CS 469 (4 credits) CS 470 (8 credits)	credits	CS461 (4 credits) CS 462 (4 credits) CS 365 (4 credits)
Major Requirements Credits	40-45	57	35	44	36	40
Major Electives	COM 252 and CS Upper Division electives (16)	2 courses of CS Restricted Electives (6-8) Approved Applied Plan Electives – approved by CS Head Advisor (16)	Approved CS Upper Division Electives, including at least one "Programming Intensive" course: (6 courses/24 credits)	Complete 20 credits of computer science electives chosen from upper-division computer science courses, not including CS 310, CS 346, CS 401, CS 405, and CS 407. A maximum of 4 credits of CS 409 - Practicum may be counted toward upper-division CS elective credits.	CIS upper-division electives (20 credits)	(2) 400 level electives (8 credits)
Major Electives Credits	16	22-24	24	20	20	8
Additional Electives			Additional Math Elective: MTH 253 or MTH 261 (4 credits)		MATH upper division elective (4 credits)	18 additional elective credits
			Approved Science Elective (4 credits)		up to 10 credits, including upper-division credits to at least 62 total	
			Approved Math Electives (7 credits)			
Additional Electives Credits	0	0	15	2-8	14	18
Remaining Degree Requirements Credits	90	88-92	90	90	90	90



Oregon Transfer Compass Computer Science Major Transfer Map Crosswalk

NOTES

1. CIP: 11.0101
2. CIP 7 = ^
3. Professional Learning Outcomes (PLOs)
 - a. Develop software using both structured and object-oriented paradigms that meets the requirements of a written specification.
 - b. Explain the software development lifecycle and the specific tools and processes used to create software.
 - c. Design, analyze, and implement algorithms to solve computational problems using various data structures as problem-solving tools. These data structures must include arrays, stacks, queues, linked lists, trees, and hash tables.